DOCUMENT RESUME

ED 369 199 EC 302 926

AUTHOR Rosenkoetter, Sharon; And Others
TITLE The ACCK Preservice Early Intervention Project. Final Report.
INSTITUTION Associated Colleges of Central Kansas, McPherson.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE 4 Nov 93
CONTRACT H029000027
NOTE 156p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Consortia; *Disabilities; *Early Intervention; Federal Programs; Higher Education; Infants; Interdisciplinary Approach; *Personnel Needs; Preschool Education; *Preservice Teacher Education; Program Development; *Rural Education; Special Education; Student Recruitment; Toddlers
IDENTIFIERS *Associated Colleges of Central Kansas; Kansas

ABSTRACT

The Preservice Early Intervention Project of the Associated Colleges of Central Kansas (ACCK) was designed to recruit highly promising students into the preservice specialization in Early Childhood Special Education and to give them competencies from multiple disciplines to appropriately serve infants/toddlers with disabilities or developmental delay and their families. The project is helping to address the severe shortage of early intervention personnel for infants and toddlers in rural Kansas. The project developed improved practicum experiences to prepare students for the variety of roles and service delivery models they will fill as interventionists; integrated competencies related to consultation, transdisciplinary team collaboration, family empowerment, family service coordination, atypical human development, service delivery, and transition planning; and participated in systems for cooperative planning. This report describes the context and goal of the project, conceptual framework, accomplishments, challenges encountered, and impact and dissemination. Appendices provide a copy of a recruitment brochure, stipend procedures, a brochure about early intervention seminars offered, syllabi for courses offered, and vitae of project personnel. (Contains 32 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 369 199

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The ACCK Preservice Early Intervention Project

FINAL REPORT

Division of Personnel Preparation
U.S. Department of Education
#H029Q00027
CFDA 84.029Q

Sharon Rosenkoetter, Ph.D.
Project Director
Diana Bartus, M.A., and Marguerite Hornback, M.Ed.
Practicum Coordinators

The Associated Colleges of Central Kansas
105 E. Kansas, McPherson, KS 67460
(316) 241-7754 or (316) 241-5150

November 4, 1993

EC 303926

ABSTRACT: ACCK PRESERVICE EARLY INTERVENTION PROJECT #HO29QOOO27

Sharon Rosenkoetter, Ph.D.
Director

Diana Bartus, M.A.
Marguerite Hornback, M.Ed.
Practicum Coordinators

Currently we see evidence of a critical shortage of personnel to serve infants and toddlers with disabilities or developmental delay. P.L. 99-457 prompted us to serve children from birth through two years of age in a manner which is comprehensive, coordinated, family-centered, and appropriate to the developmental needs of children and their families. Accordingly, Kansas and other nearby states are instituting new service programs and increasing the scope of existing ones. The preschool mandate in Fall 1991 and the movement of Kansas into Year 5 (full services to eligible infants and toddlers) have increased the need for qualified interventionists. Shortages of personnel exist in all parts of the State. This means that infants and toddlers with special needs and their families may be served by individuals with inadequate preparation in early intervention principles and techniques. This nation's laudable goal of appropriate intervention services for all children and youth with disabilities from birth through age 21 must be grounded in qualified personnel equipped to meet diverse developmental needs within varied home, hospital, and center- based settings.

This project has carried out a plan for recruiting highly promising students into the preservice specialization in Early Childhood Special Education (ECSE) at the Associated Colleges of Central Kansas and to give them the competencies from multiple disciplines to appropriately serve infants/toddlers and their families. The objectives of this project included the following:

Objective 1: To develop and use personnel and product resources in order to recruit highly qualified students into the preservice ECSE teacher education program and encourage them to focus on early intervention.

Objective 2: To develop improved practicum experiences to prepare students for the variety of roles and service delivery models they will fill as interventionists with infants and toddlers with disabilities, developmental delays, or risk conditions and their families.

Objective 3: To integrate competencies related to consultation, transdisciplinary team collaboration, family empowerment, family service coordination, atypical human development, service delivery, and transition planning into the preservice ECSE curriculum.

Objective 4: To participate in systems for cooperative planning with the SEA, the CSPD planning group, the Kansas Interagency Coordinating Council on Early Childhood Developmental Services, the National Clearinghouse for Careers in Special Education, the Part H and Section 619 coordinators, the Kansas University Affiliated Program, special education directors, and college placement officers in o.der to match program graduates with existing vacancies.

This project has been conducted out within the context of the Associated Colleges of Central Kansas (ACCK) special education program. ACCK is a consortium of six rural private colleges, including Bethany College at Lindsborg, Bethel College at Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro, KS. These colleges have offered a teacher preparation program in special education through the ACCK consortium since 1973 and have produced many hundreds of special education personnel for the rural central and western parts of Kansas.

This project is helping to address the severe shortage of early intervention personnel for infants and toddlers in rural Kansas. It has graduated/certified 25 early interventionists to provide home-based, center-based, and hospital-based services to children aged 0-2 with special needs; this number includes three students working with provisional certification. Twelve students are working full or part time in early childhood services with coursework incomplete and are continuing to pursue full certification. An additional 4 fulltime students are en route to certification but were unable to complete their course of studies during the three year period of the grant. Thus, it appears that through this project, we will prepare a total of at least 41 professionals who, in turn, will provide early intervention services to approximately 1051 youngsters and their families per year in rural Kansas and surrounding states. During the 1993-94 school year at least 671 children and their families are receiving services from ACCK graduates supported by this project.

For further information contact Sharon Rosenkoetter at
The Associated Colleges of Central Kansas
105 E. Kansas, McPherson, KS 67460
(316) 241-7754 or (316) 241-5150

TABLE OF CONTENTS

Abstract 1

I. Context and Goal of the Project 5

II. Conceptual Framework for the Project 9

III. Accomplishment of Project Objectives: The ACCK Personnel Preparation Model 10

IV. Challenges Encountered during the Project 13

V. Impact and Dissemination 15

VI. References 17

Appendices

A. Recruitment Brochure; Application for Admission to Special Education 20

B. Stipend Procedures 21

C. Seminars 22

D. Curriculum Materials 23

E. Vitae of Project Personnel 24

TABLES

1. Mission Statement 9b

2. Intended Outcomes of the ECSE Personnel Preparation Program 9c

3. Project Evaluation: Findings 10a

4. Recruitment Contacts 10c

5. Colleges Attended by Stipend Students 10d

6. Students Awarded Early Intervention Stipends 10e

7. Practicum Sites Identified 10j

8. The ACCK School Year Early Intervention Seminars 12a

9. The ACCK Summer Seminars in Early Intervention 12c

10. Participant Evaluations of Seminars 12d

11. Attendance by Stipend Students at Early Intervention Professional Development Opportunities 12e

12. Current Employment of Program Graduates who Received Stipends 13a

13. Graduate Rankings of Outcomes, 1987-1992 . . . . . 13c

14. Employer Rankings of Graduate Outcomes, 1987-1992 . . . . 13i

FIGURES

1. State of Kansas/ACCK's Service Region 7a

2. ACCK Personnel Preparation Program 9a

I. CONTEXT AND GOAL OF THE PROJECT

I.A. Context: There exists a critical shortage of qualified special educators to serve infants, toddlers, and young children with disabilities or developmental delay and their families. At present this nation is identifying and adequately serving only a portion of youngsters ages 0-5 with special needs. Those who do receive services are too often guided by educators with little or no formal preparation in developmentally appropriate intervention techniques.

During Congressional hearings on the 1991 reauthorization of the Individuals with Disabilities Eduction Act (IDEA), Representative Major Owens, the Chairman of the House Education and Labor Committee stated

> The recruitment, training, and retention of personnel continues to be a problem in the provision of services to children with disabilities. With the addition of the early intervention program under IDEA in 1986, the lack of qualified personnel entering this work force continues to adversely impact service provision (Training..., 1991, p. 3).

The U.S. Department of Education, in its Thirteenth Annual Report to Congress on the IDEA (1991), stated

> The impact of Federal and State legislation requiring educational services to infants, toddlers, and preschool children with disabilities prompted numerous States to report needs...(including) the need for more qualified personnel, staff training in the special needs of infants and toddlers....seems to have become one of the most important issues in recent years (p. C-2).

The twin issues are quantity of personnel and quality of personnel for service delivery systems that are still defining themselves as well as growing rapidly (Bailey, 1989; Burke, McLaughlin, & Valdivieso, 1988). Serving all the infants, toddlers, and young children scheduled to be added under recent Federal and State initiatives require an increasing supply of qualified special educators (Gallagher, Trohanis, & Clifford, 1989). After surveying all 50 states and the District of Columbia, Meisels and his colleagues (1988) concluded, "Severe shortages of special educators and therapists were reported by nearly every state. Moreover, these shortages were expected to persist into the foreseeable future." In this study 88% of the states reported a shortage of teachers for ages birth-3 , and 81% reported a teacher shortage for the 3-6 age range. Eighty one percent of the states expected the birth-2 shortage to continue for some time, while 65% expect the 3-6 shortage to continue. These data replicate findings by Koppelman and Weiner (1987) and McLaughlin, Smith-Davis, & Burke (1986), obtained before passage of P.L. 99-457--namely, that the present numbers of personnel are inadequate for the task ahead.

In a nationwide study, the Association for School, College, and University Staffing (Nicholas, 1992) reported an oversupply of teachers in many areas but a shortage in a category constituted largely of early childhood special education (ECSE) personnel; the shortage was more severe in the region of the country that includes Kansas than in much of the rest of the nation.

Another factor in personnel shortages is the recent dramatic rise in the birth rate, which will result in more infants, toddlers, and young children with disabilities and their families needing services, which in turn will require more professionals to provide services. Gray (1992) cites data from a U.S. Department of Health and Human Services study that live births have been rising steadily since 1986 and reached more than 4 million infants in 1990; this brings the birth rate to a level not experienced since 1960. During the coming decade the number of young children is expected to increase by 9%, and 9% more teachers will be needed to serve them; this compares with only a 3% increase in teachers between 1977 and 1987 (National Center for Education Statistics, 1988, April and July).

Estimates of personnel shortages are also clouded by factors such as personnel who are teaching on an emergency certification basis (those with no training for the special education field in which they are teaching) and personnel who are teaching on a provisional certification basis (those who have completed a portion of their special education training but not full training) (Sattler & Sattler, 1985). A survey by Bricker (1989) found that while many of the personnel teaching infants and toddlers with special needs are fully prepared for their profession, early intervention programs are often still staffed by persons teaching on a provisional or emergency certification basis.

A common practice is for early childhood personnel to be certified only at the elementary or secondary level in a categorical area of special education (Burke, McLaughlin, & Valdivieso, 1988); lack of training in early childhood education or infant/toddler development readily leads to developmentally inappropriate practices (Bailey, 1989), and lack of cross- categorical preparation often results in serious gaps in ECSE teaching competencies (Hurley, 1989).

Smith-Davis (1985) reported that the most critical personnel shortages are special education personnel for rural settings. A study of teacher shortages and surpluses by Nicholas (1992) found that the regions of the country experiencing the most severe shortages are the Great Plains/Midwest (including Kansas), the Rocky Mountains, the South Central Region, and the Southwest. The Thirteenth Annual Report to Congress (1991) concluded

> It has long been recognized that in providing special education services, rural areas have unique problems due to isolation, small numbers of students with certain disabilities, and long distances involving transportation. Shortages of teachers (particularly for young children...) were reported (pg. C-3).

Kansas data show persistent significantly greater attrition among rural special educators. Kansas Part H Coordinator Marnie Campbell (July 1992) listed as her program's highest goal "implementation activities designed to meet the challenges associated with delivery of services in rural communities...." The three strategies she proposed to deal with this challenge are all within the domain of this project: regional training activities, facilitating local interagency collaboration, and emphasis on family-guided services.

The Rural Early Childhood Special Education Task Force of the American Council on Rural Special Education (1988) explored many of the ways the urban and rural special education differ. It urged institutions of higher education to incorporate skills needed by rural special educators of young children into their curriculum, to foster discussion of some of the characteristics of rural areas that challenge the new teacher, and to work on the serious recruitment and retention problem "up front." Cheney, Cummings, and Royse (1990) reviewed research literature that showed higher job retention and satisfaction among rural special educators who are recruited from and already comfortable with the rural milieu; they advocated recruiting preservice ECSE personnel from rural areas and educating them within their rural region in order to retain their services in the areas of need.

The Associated Colleges of Central Kansas, sponsor of this project, is a consortium of private undergraduate colleges located across a 90 by 70 mile area of highly rural central Kansas. The consortium includes Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro, KS (see map, Figure 1). Total student enrollment in the six colleges is about 3,300. The ACCK consortium was founded by the member college presidents and incorporated May 3, 1966, as an independent, not- for-profit institution of higher education in the State of Kansas. The consortium provides for numerous joint activities designed to be mutually beneficial and to extend the efficiency and cost effectiveness of its member colleges. ACCK has provided certification programs in special education since 1973.

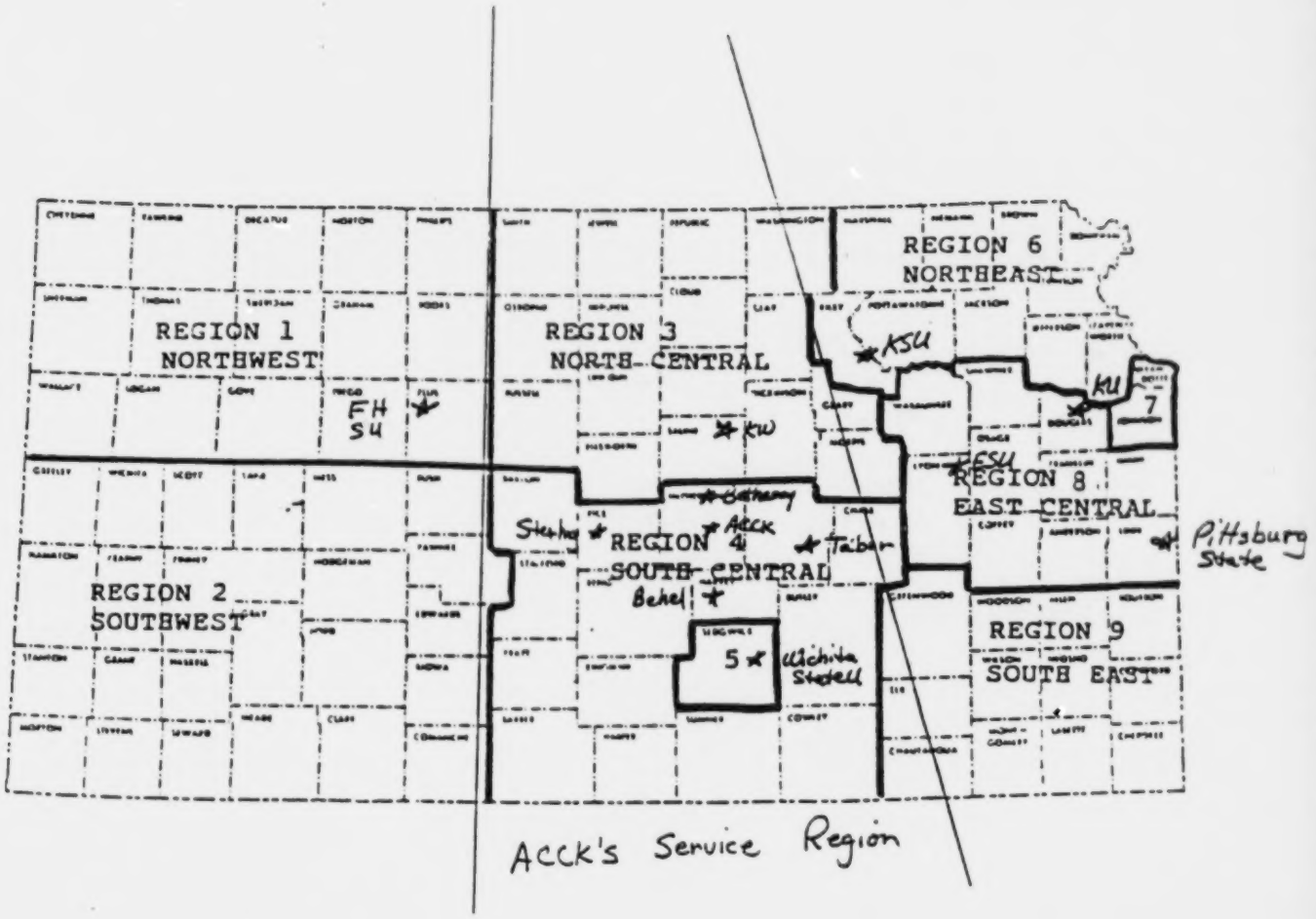
ACCK has the only personnel preparation program in the State that provides certification of ECSE teachers at the undergraduate level. Students with bachelor's and master's degrees also come to ACCK to prepare for ECSE certification because public universities with ECSE programs are far distant. Along with the University of Kansas, 170 miles away, ACCK is one of only two Kansas personnel preparation programs targeted specifically at infants and toddlers with special needs and their families. Several current students are driving more than 5 hours round trip to take ACCK classes because they believe that our program will best prepare them to work with infants and toddlers and their families in rural areas.

I.B. Goal and Objectives of the Project: The grant competition under which this project was funded was designed to produce a significant number of highly

Figure 1

State of Kansas

Geographic Regions



qualified early interventionists to meet an urgent national and regional need. The goal of this project has been to address the severe shortage of personnel in the area of Early Childhood Special Education in Kansas. ECSE is the designation given to non-categorical teachers who facilitate development of children newborn, through age five, with identified disabilities, developmental delays, or, for children aged 0-2, certain established risk conditions. Under certain conditions, ECSE teachers may also serve 6 and 7 year olds. ECSE services are provided in partnership with and support for families. ECSE teachers may build competencies for early intervention on an education degree, or they may have credentials in social work, speech-language pathology, child development, nursing, occupational or physical therapy, or another related field before adding ECSE certification. Students supported under this project participated, in addition, in extensive experiences which were targeted at family services during the years of infancy and toddlerhood.

This project has addressed the identified personnel needs by systematically recruiting additional students into the existing ECSE training program offered by the Associated Colleges of Central Kansas (ACCK). The project maximized the use of existing resources and new Federal resources, particularly stipends, to attract students to enter the program with additional work in 0-2 intervention. This project provided a high quality, individualized, and carefully coordinated training experience which drew capable students into ECSE preparation and subsequent placement in vacant and newly created early intervention positions. Objectives for meeting this goal were as follows:

Objective 1: To develop and use personnel and product resources in order to recruit highly qualified students into the preservice ECSE teacher education program and encourage them to focus on early intervention.

Objective 2: To develop improved practicum experiences to prepare students for the variety of roles and service delivery models they will fill as interventionists with infants and toddlers with disabilities, developmental delays, or risk conditions and their families.

Objective 3: To integrate competencies related to consultation, transdisciplinary team collaboration, family empowerment, family service coordination, atypical human development, service delivery, and transition planning into the preservice ECSE curriculum.

Objective 4: To participate in systems for cooperative planning with the SEA, the CSPD planning group, the Kansas Interagency Coordinating Council on Early Childhood Developmental Services, the National Clearinghouse for Careers in Special Education, the Part H and Section 619 coordinators, the Kansas University Affiliated Program, special education directors, and college placement officers in order to match program graduates with existing vacancies.

As the only undergraduate level ECSE training program in the state, ACCK recruits a unique population of students into the profession. Full time students at our member colleges are attracted to this new field, and non-traditional undergraduate students who are working in early childhood services (e.g., as paraprofessionals or as Head Start personnel) find the ECSE baccalaureate program at ACCK schools to be a way to enter the profession. Since all ACCK special education classes are held in the evening, students may choose to continue their work and complete coursework in the preservice program according to a longer timeline. Of the 50 stipends awarded during this project, 19 went to undergraduates and 31 to students with bachelor's or master's degrees; all were working toward certification in ECSE as well as acquiring special skills to serve infants and toddlers with special needs and their families.

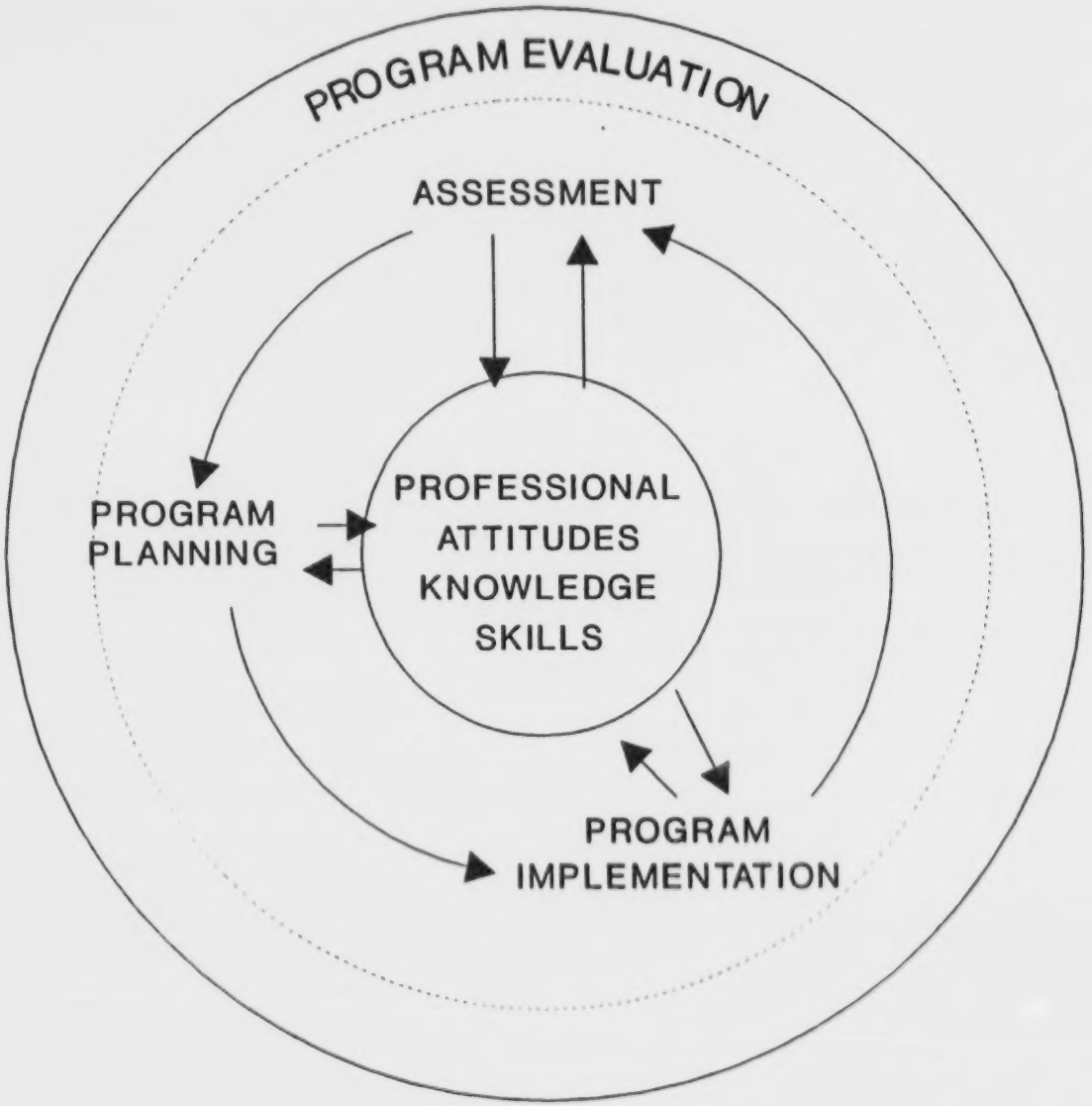
Personnel certified in ECSE through ACCK take the same number of credit hours in discipline-related courses as required by the state's graduate programs; ACCK works closely with sister training programs in Kansas and regularly assists in their efforts to recruit our students for further graduate level training. Thus, this project has had the support of both state and local directors of special education.

II. CONCEPTUAL FRAMEWORK FOR THE PROJECT

The major components of the ACCK special education program are illustrated in Figure 2. The early childhood faculty at ACCK has adopted the mission statement in Table 1 to guide our work with students. After a thorough study of competencies prescribed for ECSE and early intervention in the professional literature, the early childhood faculty defined the outcomes listed in Table 2 and the accompanying indicators of their achievement for students and for program graduates. These outcomes are being used in curriculum development and program evaluation by graduates and their employers.

Early intervention is a new field changing rapidly (Bailey, 1989). Professional competence exists across a continuum of skills and skill levels (Fenichel & Eggbeer, 1989, 1990). Developing increasing competence requires ongoing efforts to master new philosophies, methods, and materials; some of these are difficult to access in scarcely supplied rural areas (Mills, Vadasy, & Fewell, 1987). Rural early interventionists need to master diverse information because often one professional serves families over a broad geographic area. This individual may be the only resident in that area who is knowledgeable about the impact of disability on the development of an infant, as well as on the baby's family. Therapists may be absent entirely or available only occasionally for consultation. Rural early interventionists must attempt to assimilate new models and techniques and accommodate them to local conditions (Helge, 1984). While they commonly have major responsibility for designing and implementing new programs, early interventionists often have few guidelines for how to do this and little technical support unless they locate it themselves. In fact, that becomes a

Figure 2



9a.

ACCK Personnel Preparation Program

Table I

MISSION STATEMENT

The Personnel Preparation Program in Special Education at the Associated Colleges of Central Kansas exists for three purposes:

To help educators to acquire professional attitudes, knowledge, and skills (see model) to

* assess
* plan
* implement
* evaluate

in a continuing cycle in order to improve

* their personal professional development
* early childhood settings
* programs for individual children and groups of children
* services to a diversity of families
* interagency efforts

To prepare educators to facilitate the development of **all** infants, toddlers, young children

* in partnership with their families and other professionals
* in a variety of settings
* in developmentally appropriate ways

To prepare educators to work in collaboration with others to promote enhanced opportunities for diverse children and families

* in their own homes
* in communities
* at state and national levels
* in the global society

Table 2

INTENDED OUTCOMES OF THE ECSE PERSONNEL PREPARATION PROGRAM ASSOCIATED COLLEGES OF CENTRAL KANSAS

Intended Outcomes	Indicators of Outcomes Achieved	
	Student	**Graduate**
1. Professional knowledge, attitudes, and skills		
1.a. Understanding of the philosophical base for public education, especially of children with special needs	Test performance	Working successfully in a school setting
1.b. Knowledge of the historical and social basis for the emergence of early childhood education and early childhood special education	Test performance	
1.c. Understanding of the legal basis for early childhood special education including parental rights, services in natural environments, and free appropriate public education	Test performance; development of IFSP	Planning appropriate LRE placements in workplace
1.d. Knowledge of social systems, agency systems, and governmental systems and how systems impact services for children and families	Test performance; paper on local interagency efforts; practicum report	Performing family service coordination effectively
1.e. Knowledge of current issues in early childhood education through participation in professional organizations and critical use of the professional literature	Test performance; comments in class	Participation in advocacy on behalf of children and families
1.f. Articulation of early childhood issues in society in oral and written forms	Writing 2 letters and offering testimony relevant to early childhood issues	Participation in advocacy on behalf of children and families
1.g. Knowledge of the impact of early intervention on the child, the family, the community, and societal systems	Test performance	Articulation of the efficacy of early intervention in appropriate settings
1.h. Understanding of the relationship of "best practices" to current levels of practice within service delivery systems; strategies for working within "real world" environments to effect systems change	Journal comments during practicum	Working effectively for program improvement within "real world" constraints
1.i. Effective strategies for decision-making, collaborative goal setting, problem solving, and conflict resolution	Test performance; small group stimulations; practicum performance	Working effectively on intra-agency and interagency teams
1.j. Adherence to professional ethics and standards	Professional behavior within and outside of class	Professional behavior
1.k. Proficiency in oral and written communication	Passing the PPST; writing and speaking in classes and practicum	Adequate job performance
1.l. Development of organizational skills: time management and management of materials and environments	Timely completion of class assignments	Timely accomplishment of professional responsibilities
1.m. Reflection and self evaluation with regard to one's own professional development	Journal entries for classes and during practicum	Professional self-evaluation during performance review; professional improvement without constant monitoring by supervisors

1.n. Strategies to support self-worth, mental health, and stress management for self and others	Positive interactions with peers and faculty; successful completion of practicum responsibilities; balance between work and other activities in weekly routines	Timely task completion; positive interactions with colleagues; balance between work and other activities in weekly routines
1.o. Attitudes of acceptance and appreciation for variations of beliefs, traditions, and values in families across cultures within American society	Oral and written statements in class and practicum: demonstration of anti-bias approach during practicum	Verbal expressions; appropriate interactions with diverse families; selection of intervention activities suited to values of diverse families
1.p. Identification and reporting procedures for suspected physical, mental, or emotional abuse or neglect of children	Test performance	Reporting suspected abuse or neglect when appropriate to do so
2. Ability to work effectively with families		
2.a. Understanding of theories and models for family systems	Written analysis of own family system; test performance	Appropriate interactions with multiple family members
2.b. Understanding stages of family development, including the impact of a child's birth upon all family members	Test performance	Appropriate interactions with families
2.c. Understanding of the impact of disability on a family	Test performance	Appropriate interactions with families
2.d. Understanding of poverty and its impact on families	Test performance	Appropriate interactions with families
2.e. Understanding of family-centered services as a model which meets the needs of children and families	Test performance IEP and IFSP development	Development of IEPs and IFSPs which demonstrate the critical role of families; advocacy for family-centeredservices within employing agency
2.f. Appreciation of options for family services, including information, support, referral, and training	Test performance; IEP and IFSP development	Individualized approaches to families
2.g. Knowledge and sensitivity to individual family needs and cultural diversity	Written and oral responses to family case studies	Individualized approaches to families
2.h. Techniques to assist families in identifying their resources, priorities, and concerns in relation to their child	IEP and IFSP development which includes assessment of family resources, priorities and concerns	Use of appropriate techniques for this purpose
2.i. Ability to build respectful and beneficial relationships between families and other professionals	Practicum performance; role plays	Development of such relationships in professional situations
2.j. Ability to assist families in developing their own resources to advocate for their child and family	Demonstration of problem-solving regarding case study	Delivery of appropriate assistance to families
2.k. Ability to deliver effective intervention, which fosters confidence and competence in families as well as children	Practicum performance	Evaluation from families

2.l. Knowledge of issues unique to specific geographical areas, including urban and rural areas	Test performance	Appropriate delivery of services
3. Knowledge of human development		
3.a. Knowledge of human development, prenatal through age 8, including sequences, characteristics, organization across domains, and explanatory theories	Developmentally appropriate lesson plans for class assignments and practicum	Developmentally appropriate lesson plans for class assignments and practicum
3.b. Awareness of interrelationships of development across domains, between heredity and environment, and among the child, the family, the community, and the culture	Test performance; lesson plans	Appropriate curriculum development lesson planning; suitable relationships with diverse families
3.c. Identification of typical and atypical behavior and development	Assessment reports	Assessment reports
3.d. Knowledge of biological, environmental, and medical conditions which place the fetus, neonate, or young child at risk for abnormal development	Test performance	Team contributions to invention
3.e. Knowledge of causes and characteristics of common disabilities and at-risk conditions in young children and the developmental impact of these conditions	Test performance	Team contributions to invention
3.f. Understanding of object play and social play and their roles in child development	Schedules; lesson plans; practicum performance	Schedules; lesson plans
4. Skill in program development		
4.a. Understanding of the relationship of liberal arts concepts to early childhood intervention	Test performance; class discussion	
4.b. Valid CPR and First Aid certificates	Certificates	Certificates
4.c. Approaches for observing child/environment interactions, parent/child interactions, and child/child interactions	Field experience journal; analysis of communication tapes; practicum journals	Skill in promoting such interactions
4.d. Use of alternative approaches to collecting health, developmental, and behavioral information of young children, including family-based assessment and transdisciplinary assessment	Assessment reports; test performance	Use of multiple developmentally appropriate approaches in assessing children
4.e. Summarizing and integrating assessment information into implications and recommendations for content and processes of intervention	Assessment reports	Assessment reports
4.f. Development of IFSPs and IEPs in partnership with families, incorporating both child and family goals and approaches where appropriate	IEP and IFSP; test performance	Appropriate IEP and IFSP development
4.g. Understanding of various options for service delivery, including where services may occur, who may deliver services, who may receive services, and how services may change with the child's development	Test performance; practicum journals	Individualization in service delivery

9e.

4.h.	Methods for providing individual and group intervention through a variety of formats	Lesson plans in class and practicum	Individually appropriate intervention
4.i.	Scope and sequence of developmental intervention curricula and methods for adapting them for specific disabilities	Recommendations in assessment reports; lesson plans; small group plans for case studies	Developmentally appropriate intervention for individual children and groups
4.j.	Ability to modify and integrate all domains of the curriculum to meet individual needs of children and families	Lesson plans; small group plans for case studies	Developmentally appropriate intervention for individual children and groups
4.k.	Knowledge of effective use of space, time, peers, materials, and adults in maximizing child progress in group and home settings	Lesson plans; small group plans for case studies	Developmentally appropriate intervention for individual children and groups
4.l.	Ability to develop, evaluate, and select individually appropriate and age appropriate materials for infant, toddler, and preschool intervention	Lesson plans; small group plans for case studies	Developmentally appropriate intervention for individual children and groups
4.m.	Use of play to foster child development	Schedules; lesson plans; small group plans for case studies	Developmentally appropriate intervention for individual children and groups
4.n.	Application of an anti-bias, multiculturally sensitive curriculum	Lesson plans; practicum performance	Instruction delivered
4.o.	Knowledge of appropriate health and safety procedures for home and group settings	Test performance; practicum behavior	Implementation of appropriate procedures
4.p.	Recognition of nutritional needs and feeding techniques appropriate for populations of young children with physical impairments	Practicum performance	Implementation of appropriate nutrition and feeding procedures for individual children
4.q.	Effective use of strategies for the reduction of inappropriate behavior and the increase of appropriate behavior through the manipulation of antecedent and consequent conditions	Test performance; case studies; practicum performance	Management of individual and group behavior of children and support of parents in doing so
4.r.	Knowledge of effective methods for monitoring, summarizing, and evaluating child and family outcomes as outlined on the IFSP/IEP	Test performance; case studies; practicum reports	Appropriate participation on IEP/IFSP team
4.s.	Knowledge of evaluation procedures for early childhood intervention programs in relation to quality standards	Completion of worksheet	Implementation of appropriate procedures
4.t.	Knowledge of and commitment to strategies supporting the transitions between hospital, infant, toddler, preschool, and primary school programs for children with special needs and their families	Test performance; practicum transition report	Implementation of appropriate transition procedures
4.u.	Elementary knowledge of adaptive equipment and prosthetic devices for particular disabilities	Class discussion	Appropriate collaboration with intervention team in assessing and implementing assistance technology
4.v.	Basic aspects of medical care for premature and low-birth weight babies and medically fragile children, including introduction to methods for maintaining technology-dependent young children	Test performance	Collaboration with intervention team in intervening with such infants and children

4.w. Ability to interpret or seek help in interpreting children's medical histories and reports	Test performance; practicum performance	Obtaining needed information
5. Skill in facilitating adult-child interaction		
5.a. Understanding of communication development in order to interact at the developmental level of the child.	Test performance; communication analysis	Appropriate interactions with children; assistance to families in facilitating communication
5.b. Effective verbal and nonverbal communication strategies	Test performance; communication analysis; practicum performance	Appropriate interactions
5.c. Effective use of strategies that maximize self management of behavior and intrinsic motivation to achieve and promote independence, curiosity, and self confidence in children	Practicum performance	Classroom management; modeling of appropriate strategies for families and paraprofessionals
6. Ability to work effectively in teams		
6.a. Knowledge of terms used in education, medicine, and social services in their work with families and young children	Test performance; glossary; practicum journals	Appropriate use of such terms
6.b. Knowledge of services provided by various community agencies to assist young children and their families	Test performance; IEP and IFSP; interagency council report	Appropriate family service disciplines coordination
6.c. Understanding of the "culture" of various relevant agencies and disciplines	Field experience and practicum journals	Acceptable interactions across agencies and disciplines
6.d. Ability to work with families as important members of intervention teams	Practicum performance	Employment evaluation
6.e. Understanding of roles of team members in multidisciplinary, interdisciplinary, and transdisciplinary teams	Test performance; role plays; practicum journals	Acceptable performance as a team member
6.f. Ability to model, give, and receive instructions across disciplines	Role plays; practicum performance	Successful team participation
6.g. Understanding dynamics of teams within and between service settings: roles, interaction, communication, problem solving, and conflict resolution	Test performance; role plays; practicum journals; practicum performance	Successful team participation
6.h. Recognition of the importance of interagency collaboration and skills to promote it	Field experience report	Positive participation in interagency collaboration
6.i. Skills for the role of Family Service Coordinator	Test performance; case study	Delivery of successful family service coordination
6.j. Leadership skills for group process and team building	Role plays	Shared leadership in team functioning
7. Skills to administer early childhood programs		
7.a. Knowledge of federal, state, and local legislation and regulation of early childhood programs	Test performance; class discussion	Applications to decision-making in the workplace
7.b. Understanding of child find, referral, and screening systems	Test performance; practicum journal	Appropriate participation in the

			process
7.c.	Knowledge of reporting requirements and recordkeeping	Test performance; practicum performance	Appropriate application of such procedures
7.d.	Knowledge of issues and procedures related to confidentiality of child and family records	Test performance; practicum behavior	Maintenance of confidentiality in employment
7.e.	Ability to define policies regarding eligibility and enrollment, parent participation, staff responsibilities, and schedules in accord with regulations	Practicum journal	Appropriate participation in the system
7.f.	Appropriate supervision of other adults, including paraprofessionals and volunteers	Paraprofessional handbook; practicum performance	Employer's evaluation
7.g.	Understanding of the financial organization of early childhood programs, including funding sources	Test performance	Functioning within the system
7.h.	Ability to evaluate early childhood programs in relation to indicators of best practice and quality standards	Field experience evaluation	Ongoing participation in such evaluation
7.i.	Basic understanding of budget requirements	Classroom budget	Following administrative directive regarding budget
7.j.	Planning for and equipping of indoor and outdoor areas within budget constraints	Classroom Budget	Yearly orders
7.k.	Implementing health and safety programs as required by regulations	Test performance	External review
7.l.	Awareness of strategies for building positive community relations and marketing strategies for the early childhood program	Test performance; practicum journal	Ongoing participation/leadership in public relations efforts

vital competency for rural early interventionists: locating information and appropriate materials to share with families and professional colleagues (Mills, Vadasy, and Fewell, 1987)

III. ACCOMPLISHMENT OF OBJECTIVES: THE ACCK PERSONNEL PREPARATION MODEL

Accomplishment of objectives is summarized in Table 3. Progress toward the project goal is further described below

Objective 1: To develop and use personnel and product resources in order to recruit highly qualified students into the preservice ECSE teacher education program and encourage them to focus on early intervention.

As demonstrated in Table 4, numerous efforts were expended to publicize the ACCK personnel preparation program and the early intervention stipends available as a result of this grant project. Students attracted came from all six ACCK member colleges, plus Friends University, which, during this period, had a cooperative arrangement with ACCK to prepare its students for special education endorsement (see Table 5). Of the 50 students awarded stipends under this project, 19 were undergraduates, 24 were post-B.A. students, and 7 held previously earned master's degrees. See Table 6 for descriptions of individual students. Most listed Elementary Education as their initial disciplines, but students were also attracted from Early Childhood Education, Nursing, Social Work, Psychology, Speech/Language Pathology, Home Economics, Family Studies, and Human Development.

During this project, one student, Lori Weaver, who has been supported by grant funds, was named Kansas ECSE Student of the Year by the Kansas Division for Early Childhood. Another stipend recipient, Linda Willoughby, was named Kansas Special Education Student of the Year by the Kansas Association of Special Education Administrators. Numerous students are participating on site-based councils and Quality Performance Accreditation committees in their communities. Stipend recipients have also filled several posts, including that of President, for the local Council for Exceptional Children chapter.

Objective 2: To develop improved practicum experiences to prepare students for the variety of roles and service delivery models they will fill as interventionists with infants and toddlers with disabilities, developmental delays, or risk conditions and their families.

During this project, 27 practicum sites were identified and evaluated. They are described in Table 7. All but one of these sites has been used, and the other is scheduled for a placement during the next year.

As a result of this grant project, partnerships have developed between the

Table 3

PROJECT EVALUATION: FINDINGS

DESIGN REFERENT	FINDINGS					
Recruitment	40% increase in enrollment in 1990-91; 120% projected increase in program graduates 1993 over 1990	3.4 mean GPA for stipend students	20 recipients were in undergraduate: 23 were post B.A.; 6 were post M.A.	177 - reading 176 - math 176 - writing mean PPST	Students enter with extremely positive recommendations from faculty and colleagues	300% increase in minority students N = 3
Practicum	27 locations identified which meet basic criteria	New practicum sites include 6 hospital settings	Kansas State Board of Education site-visit team noted: "The Early Childhood Handicapped program is exceptionally strong in providing a variety of instructional placements (e.g. Neo-natal intensive Care Unit, infant and toddler programs, day-care and preschool programs, and developmental preschools.)"			

Program quality	Kansas State Board of Education reaccredited ECSE program at ACCK noting student strengths in communication, consultation, and problem solving, and program strengths in practicum and field experiences.	70th-99th percentile = average of student evals of ECSE course instruction	Consultation Skills course (relations with families and professional collaboration) developed under grant received a 97 percentile rating compared with other college courses on student evaluation --- New Methods for Facilitating Infant Development class received 3.62 rating on a 1-poor to 4-excellent scale in student evaluations.	School year seminars for cooperating teachers and students were rated as follows on a 1-5 scale. (5 = very useful): 3.63, 4.06, 4.22, 4.10, 4.34, 4.30, 4.24, 4.42, 4.33, 4.38 --- Seven presenters at Summer Seminar Topics in Early Intervention were rated as follows on a 1-6 scale (6 = very useful): 5.18, 5.85, 4.55, 4.61, 5.66, 4.95, 5.71	1987-92 program graduates ranked preparation outcomes 1 = poor to 6 = excellent on 83 variables. Graduates rated preparation at 4.0 or better on 82 variables and 5.0 or better on 31 variables (see Table 13)	Employers of 1987-92 graduates rate graduates highly on professional skills (see Table 14)
Placement of Graduates	All 22 grads placed: 18 in direct services, 2 in professional development for 0-5 services, 2 in elementary education.	Three provisionally certified students work as ECSE/EI teachers	671 children, including 621 0-5, served by graduates during 1993-94; eventually 820 children per year to be served by graduates	Employers of 1987-92 graduates rate graduates highly on professional skills (see Table 14)		

Table 4

RECRUITMENT CONTACTS

Letter to all freshman and sophomore education majors on ACCK campuses
Letter to ACCK financial aid officers
Bethany College Admissions Staff
McPherson College Admissions Staff
Tabor College Admissions Staff
Kansas Wesleyan University Admissions Staff
Kansas Division for Early Childhood annual meeting (display)
Kansas Division for Early Childhood Executive Board
Nebraska Early Childhood Conference (display)
Numerous conversations with program directors
Kansas Early Intervention Personnel Development Taskforce (9 meetings)
Mailings to area early intervention programs and preschools
McPherson County Early Childhood Association
Social Work classes, Bethany College
Psychology classes, Bethany College
Introduction to Education classes, Tabor, Bethel, and Sterling Colleges
ACCK Education Committee
ACCK deans and presidents
Mid-America Indian Center, Wichita
Wichita Public Schools, Minority Affairs Coordinator
Wichita Public Schools, Early Childhood Handicapped Coordinator
Head Start Region VII Annual Conference (4-state area) - 2 years
Topeka Head Start
RAP, Region VII (4-state area)
Meyer Rehabilitation Center, Omaha, NE
High school guidance counselors
Ski-Hi Program, Wichita
Hutchinson Community College Early Childhood Department
Minority Student Affairs Committees on campuses
CSPD - 3 years
Education classes, Friends University
Kansas Special Education Teacher Educators
Kansas Association of Special Education Directors
Kansas Student CEC
Midwest Symposium for Leadership in Behavior Disorders
Conversations with Special Education Directors
Saline County Early Childhood Association
KAEYC board members
KCCTO board members
Harvey County Early Childhood Association
ACCK Early Childhood Methods Class
Midwest Institute on Personnel Preparation for Early Intervention

Table 5

COLLEGES ATTENDED BY STIPEND STUDENTS

Bethany -- 12

Bethel -- 11

Kansas Wesleyan -- 8

McPherson -- 6

Sterling -- 8

Tabor -- 3

Friends -- 1

Table 6

STUDENTS AWARDED EARLY INTERVENTION STIPENDS

NAME	COLLEGE	ENTRY DATE	YEAR(S) OF AWARD(S)	SUMMER SEMINAR(S) ATTENDED	DATES OF PRACTICA	COMPLETION DATE	PROFESSIONAL DISCIPLINE	CURRENT EMPLOYMENT, STATE
D.B.	Bethel	9/90	1990, 91, 92	1991, 92, 93	Sp 91	Sum 91	El.Ed/ECE/ECSE	Staff, Early Intervention Training Project, CN
M.C.	Bethany	9/90	1990	1991	Sp/Sum 91	Sum 91	El.Ed/ECSE	Early Intervention Teacher, KS
L.G.	McPherson	9/90	1990	1991	Sp 90 & 91	Sum 91	ECE/ECSE	Community-based ECSE, KS
A.G.	Behtany	9/90	1990	1991	Fall 90	Sum 91	El.Ed/ECSE	ECSE Teacher, OK
K.H.	Bethel	9/90	1990	Withdrew			Nursing	
M.H.	Bethel	9/90	1990	Withdrew			Nursing	
S.H.	McPherson	9/90	1990	1991	Sp 91	Sum 91	El.Ed/ECSE	ECSE Paraprofessional, KS
D.J.	Kansas Wesleyan	9/90	1990	1991,93	Sp 91	Sum 91	ECE/ECSE	Early Intervention Teacher, KS
J.S.	Bethany	9/90	1990	1991,93	Sp/Sum 91	Sum 91	El.Ed/ECSE	Community-based ECSE, KS
C.S.	Kansas Wesleyan	8/90	1990-92	1991/92	Fall 90	Fall 93	Home Economics/ ECE/ECSE	Coorinator, Federal Early Intervention Project, KS
L.W.	Bethel	1/91	1990, 91, 92	1991, 92, 93	Sum, Fall 93	Fall 93	ECE/ECSE	Pending, Early Intervention Teacher, KS

NAME	COLLEGE	ENTRY DATE	YEAR(S) OF AWARD(S)	SUMMER SEMINAR(S) ATTENDED	DATES OF PRACTICA	COMPLETION DATE	PROFESSIONAL DISCIPLINE	CURRENT EMPLOYMENT, STATE
D.S.	Sterling	2/90	1990, 91, 92	1991, 92, 93	Sp 93	Sum 93	El.Ed/ECSE	Elementray Teacher, KS
R.R.	Bethel	9/90	1990, 91, 92	1990, 91, 92	Fall 92	Sp 93	ECE/El.Ed/ECSE	Elementary Teacher KS
R.G.	Kansas Wesleyan	8/90	1990, 91, 92	1991, 92, 93	Sum 93, Fall 93, Sp 94	Sp 94	Psych/ECSE	Early Intervention Teacher, KS
L.P.	Friends	9/90	1990, 91	1991, 92	Fall 92 Sp 92	Sp 92	El.Ed/ECSE	ECSE Teacher, KS
L.S.	Bethany	9/91	1991	1992	-------	Terminated Mutual Agreement	Music Ed/ECSE	-------
A.R.	Sterling	1/91	1991	1991	Sp. 92	Sp. 92	Speech/Language/ ECSE	Integrated Therapy ECSE Teacher, KS
M.P.	Kansas Wesleyan	5/91	1990	1991	Withdrawn moved out of state	-------	-------	-------
N.L.	Tabor	5/91	1991, 92	1991	Fall 94	Fall 94	El.Ed/ECSE	Continuing Student
R.L.	Sterling	7/91	1991		Sum 92	Sum 92	Speech/Language/ ECSE	Feeding & Assistive Technology Specialists KS
K.H.	Kansas Wesleyan	5/91	1991	Withdrawn Health Problems	-------	------	El.Ed/ECSE	Family Child Care KS
M.H.	Bethel	8/91	1991, 92	1992, 93	Sp & Sum 93	Sum 93	El.Ed/ECSE	ECSE Teacher, KS
S.H.	Sterling	8/91	191, 92	1992, 93	Fall 93	Sp 93	El.Ed/ECSE	ECSE Teacher, KS
J.G.	Bethany	2/91	1990, 91, 92	1991, 92, 93	Fall 93	Fall 93	Social Work/ECSE	Continuing Student

NAME	COLLEGE	ENTRY DATE	YEAR(S) OF AWARD(S)	SUMMER SEMINAR ATTENDED	DATES OF PRACTICUM	COMPLETION DATE	PROFESSIONAL DISCIPLINE	CURRENT EMPLOYMENT, STATE
C.F.	Sterling	6/91	1990, 91	1991, 92	Sp 92, Sum 93	Sum 93	ECE/ECSE	ECSE Teacher, KS
K.B.	Tabor	4/91	1991	1992	Fall 93	Sp 94	El.Ed/ECSE	Continuing Student
J.A.	Sterling	4/90	1990, 91	1991, 92	Sp 92 Sum 92	Advised to Discontinue	El.Ed/ECSE	?
A.L.	McPherson	4/91	1990, 91, 92	1991, 92, 93	Fall 92, Sp 93, Fall 93	Fall 93	El.Ed/ECSE	Early Intervention Teacher, KS
K.B.	Bethany		1991, 92	1992, 93	Fall 93	Sp 94	El.Ed/ECSE	Continuing Student
S.S.	Bethany		1991, 92	1992, 93	Currently on leave from Program	-------	El.Ed/ECSE	Parents as Teachers Teacher, KS
C.S.	Bethany		1991, 92	1992, 93	Sp 94	Sp 94	El.Ed/ECE/ECSE	Trainer on Federal Early Intervention Grant Project, KS
C.M.	Bethel		1991	1992	Currently on Leave from Program	-------	El.Ed/EMH/ECSE	EMH Paraprofessional, KS
J.S.	Bethel		1992	1993	Sum 93 Fall 93	Fall 93	El.Ed/Deaf Ed/ ECSE	Teacher of Hearing Imparied Infants, KS
D.S.	Bethany		1991	1992	Currently on Leave from Program	-------	El.Ed/EMH/ECSE	EMH Teacher (level one), KS
S.B.	Bethel		1991, 92	1992, 93	Sp 94 Sum 94	Sum 94	El.Ed/ECE/ECSE	Family Childcare (includes infants with disabilities), KS; Continuing Student

NAME	COLLEGE	ENTRY DATE	YEAR(S) OF AWARD(S)	SUMMER SEMINAR ATTENDED	DATES OF PRACTICA	COMPLETION DATE	PROFESSIONAL DISCIPLINE	CURRENT EMPLOYMENT, STATE
A.M.	Kansas Wesleyan		1992, 93	1992, 93	Sum 94 Sum 95	Sum 95	Family Studies/ ECSE	Occupational Therapy Paraprofessional, KS; Continuing Student
G.F.	McPherson		1992	. . 1993	Sp 93 Sum 93	Sum 93	El.Ed/ECSE	ECSE/El Teacher, KS
J.M.	Frineds/ Bethel		1992	1993	Fall 94	Fall 94	El.Ed/ECSE	Continuing Student
M.M.	Kansas Wesleyan		1991, 92, 93	1993	Sum 94 Sum 95	Sum 95	El.Ed/ECSE	El. Ed Teacher, KS; Continuing Student
D.D.	Sterling		1992	1993	Sp 93 Sum 93	Sum 93	El.Ed/ECSE	ECSE Teacher, KS
T.M.	Sterling		1992	1993	Currently on Leave from Program	-------	El.Ed/ECE/ECSE	ECSE Teacher, KS
D.P.	Bethany		1992	1993	Sp 94 Sum 94	Sp 95	Human Develop-ment/ECSE	ECE Teacher Serving Students with Special Needs, KS Continuing Student
S.D.	Tabor		1992	1993	Fall 94	Fall 94	Social Work/ECSE	Respite Care Provider (including Infants), KS; Continuing Student
J.L.	Bethany		1992	1993	Sum 94	Fall 95	El.Ed/L.D/ECSE	ECSE Consultant Kindergarten, KS
J.R.	Bethel		1992	1993	Transferred to another College;Plans to return		El.Ed/ECSE	Continuing Student
J.S.	Kansas Wesleyan		1992	1993	Sum 94 Fall 94	Fall 94	El.Ed/ECSE	ECE Program Director, Serving Children with Special Needs
L.W.	Bethany		1992	1993	Fall 93	Sp 94	El.Ed/ECE/ECSE	Continuing Student

10h.

NAME	COLLEGE	ENTRY DATE	YEAR(S) OF AWARDS	SUMMER SEMINAR ATTENDED	DATES OF PRACTICA	COMPLETION DATE	PROFESSIONAL DISCIPLINE	CURRENT EMPLOYMENT. STATE
W.N.	McPherson		1992	.....	Advised to Discontinue		.....	Continuing Student
A.F.	Kansas Wesleyan		1992	Withdrew			.....	?
J.J.	Kansas Wesleyan		1992	Withdrew			.....	?

Table 7

PRACTICUM SITES IDENTIFIED

Programs	Location	Supervisor	Service Delivery Mode	Level	Children Served	Special Features
Children's Rehabilitation Unit, University of Kansas Medical Center	Kansas City, Kansas	Thiele	Diagnostic Unit, NICU, clinics, direct services	0 - 6	?	Wide array of services in a medical setting; staff interested in personnel preparation
Texas Tech Medical Center	Amarillo, Texas	Hammer	NICU, follow-up with migrant families, diagnostic unit	newborns	?	Wide array of services in a medical setting; multi-cultural opportunity; staff interested in personnel preparation
Special Beginnings	Hutchinson, Kansas	Corey, Schulte	NICU, follow-up monitoring	newborns and infants	?	Community-based tracking system; excellent transitions to early intervention if appropriate; family centered; location convenient to ACCK
Russell Child Development Center/St. Catherine's Hospital	Garden City, Kansas	Herrman	NICU follow-up, parent support	newborns and infants	?	Hospital-based developmental program for at-risk infants; location extremely rural; family-centered
Wesley Medical Center	Wichita, Kansas	Simpson, Malloy, Wyckoff, Bradley	Child Life Audiology, Speech/Language, NICU	newborns to age 8	?	Urban hospital; works well with mature students; Transitions children to area programs
St. Francis Medical Center	Wichita, Kansas	White	NICU	newborns	?	Urban medical center; family-centered; transitions children to area programs

Programs	Location	Supervisor	Service Delivery Mode	Level	Children Served	Special Features
Early Childhood Program	Mulvane, Kansas	Krueger	Centered-based	3 - 5	24	Teacher has excellent grasp of child development
Arrowhead West	Dodge City, Kansas	Nelson	Home-based	0 - 3	45	Very rural; significant minority population
St. John's Infant Stimulation Program	Salina, Kansas	Karlin	Home and Hospital-based	0 - 3	95	New, hospital-based Part H program
McKIDS	McPherson, Kansas	Walker	Home-based family-centered early intervention	0 - 3	35	Excellent transdisciplinary teaming; staff enjoys personnel preparation; location convenient to ACCK; good transition practices
Early Education Center	Hutchinson, Kansas	Price	Home-based early intervention	0 - 3	70	Experienced, highly professional staff; god teaming; convenient to ACCK; continuum of services; arena assessment
Marion County Early Intervention Program	Marion, Kansas	Darrow	Home-based, centered-based and placement in community child care centers	0 - 5	40	Uses community services well; good modeling of consultation; extremely rural
Rainbows United	Wichita, Kansas	Traugott	Home-based, center-based	0 - 5	140	Leaders in implementing High Scope Model, experienced staff
REACH Preschool	Winfield, Kansas	Rust	Home-based center-based	0 - 3	45	Outstanding interagency coordination
Early Childhood Program	El Dorado, Kansas	Kasten	Center-based	3 - 5	40	Excellent assessment

10k.

Programs	Location	Supervisor	Service Delivery Mode	Level	Children Served	Special Features
Early Childhood Program	Medicine Lodge	Ferguson	Center-based	3 - 5	24	Classroom interaction; family involvement
Early Childhood Program	Belleville, Kansas	Susan Childs	Center-based	3 - 5	24	Play-based curriculum
Central Kansas Cooperative on Education	Salina, Kansas	Ascher	Center-based	3 - 5	65	Excellent use of technology
Futures Unlimited	Wellington, Kansas	Brotton	Home-based, center-based	0 - 5	45	Creative scheduling; experienced staff
Council for the Preschool Blind	Wichita, Kansas	Pratt	Home-based, center-based	0 - 5	55	Outstanding services for children with visual impairment
Hope Preschool	McPherson, Kansas	Walker	Center-based	3 - 5	40	Experienced staff; High Scope model; good transition practices
Wichita Public Schools	Wichita, Kansas	Munsinger	Center-based, home-based	0 - 5	200	Innovative programs for children with autism, hearing impairment, and sever/multiple disabilities
Sunflower Preschool	Great Bend, Kansas	Meschberger	Home-based, center-based	0 - 5	80	Rural services; strong leadership
Children's Center	Lindsborg, Kansas	Walker/Houser	Community-based program	3 - 5	24	Community-based services; High Scope model
Children's Center	Hays, Kansas	Webster	Integrated Center-based, home-based	0 - 5	65	Large program for rural area; experienced staff
Kid-Link	Hays, Kansas	Runge	Home-based	0 - 3	30	Rural; skillful staff

Programs	Location	Supervisor	Service Delivery Mode	Level	Children Served	Special Features
Early Childhood Program	Beloit, Kansas	Killen	Center-based	3 - 5	40	Community-based, integrated program in public school

10m.

higher education institutions and the intervention programs. Teachers and other personnel at the practicum sites were invited to attend the ACCK early intervention seminars, the Summer Seminars (see below for description), and several other educational opportunities; often these training opportunities were free or were subsidized for participants by ACCK. Practicum site personnel were urged to request materials and research assistance from the ACCK Media Center. If they wished to examine resources which were not available at the Center, grant funds were used to purchase the desired materials; subsequent use of the purchased materials by the field-based personnel later informed teaching about them by ACCK staff. ACCK faculty also provided informal and formal technical assistance to the sites, as requested. For example, at one location ACCK faculty did targeted classroom observations and met a total of six times with staff to discuss the book Activity- based Intervention by Bricker and Cripe (1993) and tc probe its implications for their own program development. Strategic planning facilitated by ACCK allowed personnel in this program to develop their professional development plan for the following school year. ACCK is participating in delivering portions of that plan. The close working partnerships which have developed are resulting in the mutual benefit of the early intervention programs and the colleges' faculty and students.

All students do one community-based practicum in infant- toddler intervention and another in preschool intervention (one of these must be home-based and one center-based). Many students also participate in a hospital-based practicum, working with the NICU transition coordinator, the developmental/medical diagnostic team, the at-risk monitoring team, or a child life specialist. Some hospital-based practica are located at major medical centers, while others are at community hospitals with Level 2 nurseries. The combination of practicum experiences has been valuable in helping students to analyze the differing "cultures" of various early intervention service delivery systems.

Objective 3: To integrate competencies related to consultation, transdisciplinary team collaboration, family empowerment, family service coordination, atypical human development, service delivery, and transition planning into the preservice ECSE curriculum.

The ECSE program at ACCK consists of the foundational coursework in education or a child/family-related field, 25 hours of ECSE coursework, seminars by speakers prominent in infant- toddler research or practice, special coursework in infancy, and at least nine hours of practicum in community-based sites plus, in many cases, a hospital-based practicum. Faculty represent a variety of disciplines and include parents of children with disabilities as well as state policymakers. Many courses are team-taught (speech-language pathologist and ECSE; parent and psychologist; early childhood educator and ECSE; administrator and ECSE). Methods used in coursework include case study approaches, simulations, roleplay, videotaping, play analysis, field trips, and family systems analysis. Many activities include collaborative efforts among students, faculty, and practicing professionals

from different disciplines and different agencies.

During the past three years, under grant auspices, the ACCK faculty and colleagues from the member colleges have spent many hours adapting the initial outcomes list and course content to conform to recent emphases in early intervention/early childhood/special education (Bailey, Palsha, & Huntington, 1990); Bell & Steinmiller, 1988; Bredekamp, 1987; Bruder, Brinkerhoff, & Spence, 1991; Fenichel & Eggbeer, 1990; McCollum, McLean, McCartan, & Kaiser, 1989; McIntosh & Raymond, 1988; Miller, 1992; NAEYC, 1991; Smith & Powers, 1987; Thorp & McCollum, 1988). The revised competencies (see Table 2) are shaping our departmental collaboration across regular and special education (Miller, 1992), our planning for student evaluation, and our selection of experiences for students who elect the infant-toddler focus. We are placing a high priority on development and demonstration of consultation, collaboration, and shared decision-making skills with both families and professional colleagues within and across agencies as well as on exposure of ECSE trainees to a greater variety of model programs where these skills are in evidence. As a result of this project, we are providing more intensive training and more direct experience with consultation and collaboration than was true prior to the project; we are also providing students with more models for appropriate services within their three major and numerous minor field experiences. No student is completing the ACCK ECSE program without exposure to medical and social service systems as well as education. Every student spends extensive time with "regular" early childhood educators as well as ECSE teachers. "It is clear that what students learn from teacher education programs is as much a function of the processes used as of the content presented" (McCollum & McCartan, 1988, p. 283).

Under this grant project, four seminars have been conducted during each school year plus a longer one for 2 1/2 weeks in the summer to deal with infant/family content. Examples of the school year seminars include "Coping with the Death of a Young Child" and "Promoting Successful Transitions from NICU to Community-based Programs." Students and allied faculty from the member colleges are joined in attendance at the seminars by 20-60 parents and professionals from the surrounding area, including cooperating teachers and paraprofessionals, along with students in allied fields from the ACCK colleges. Content presented at the seminars has prompted other members of practicum students' site-based team to move toward greater professional competence. The seminars have also led to enhanced relationships between area early intervention programs and the consortium, as well as to increased knowledge of recommended practices at the practicum sites. School year seminars featured the highly knowledgeable presenters listed in Table 8. To encourage the participation of both inservice and preservice professionals, the Summer Seminar is offered for graduate, as well as undergraduate, credit. During the three years of the grant project, Summer Seminar speakers included the nationally known individuals listed in Table 9. Both the school year seminars and the Summer Seminars have been highly rated by participants (see Table 10). Attendance by stipend students at

Table 8

THE ASSOCIATED COLLEGES OF CENTRAL KANSAS
SCHOOL YEAR EARLY INTERVENTION SEMINARS
1990 - 1993

Presenter	Title
Sechin Cho, M.D., Director of the Genetic Laboratory at HCA Wesley Medical Center, Professor and Interim Chairman, Division of Medical Genetics, Dept. of Pediatrics, University of Kansas School of Medicine in Wichita, Kansas	Genetics and a Typical Development in Infancy and Early Childhood
Linda Butler, L.S.C.S.W., Practicum Director, Department of Social Work, Wichita State University, Instructor of Practice and Human Behavior, Wichita State University, Wichita, Kansas	Coping with the Loss of a Young Child
Janis Bradley, R.N., Coordinator, Neonatal Follow-up Clinics, HCA Wesley Medical Center, Wichita, Kansas	From Birth into the Community: Supporting the Progress of High Risk Neonates and Their Families
Barry Molineux, SLP, Department Head, Speech-Language Pathology, The Capper Foundation, Topeka, Kansas, and President, Kansas Speech-Language-Hearing Association, 1988-1990	Communication, Lo-Tech and High Tech, Technology Applications for Young Children with Severely Physically Disabling Conditions: Discussion and Demonstration
Dr. William Bartholome, M.D., M.T.S., Associate Professor of Pediatrics and History and Philosophy of Medicine, University of Kansas Medical Center, Wichita, Kansas. He chairs the KU Pediatric Ethics Committee and the KU Hospitals/Medical Staff Committee.	Ethical Decision Making and the Developmentally Disabled Child: The Roles of Parents and Professionals

Presenter	Title
Juliann Woods Cripe, Ph.D., Project Coordinator, Southeast Kansas Regional Birth-to-three Project, Parsons, Kansas, Research Associate, University of Kansas, Bureau of Child Research; and author with Diane Bricker of An Activity-Based Approach to Early Intervention, (Paul Brookes Publishers).	Intervention with Substance-Exposed Infants and Young Children
Ann Murray, Ph.D., Associate Professor, Department of Human Development and Family Studies, Kansas State University, Manhattan, Kansas, and Project Director, Early START	Interpreting a Baby's Signals: Parent and Professional Collaboration
Valarie Kerschen, M.D., Assistant Professor of Pediatrics, University of Kansas School of Medicine in Wichita, Kansas	The Contribution of the Developmental Pediatrician to Services for Children and Families
Alice Eberhart-Wright, M.A., Clinical Infant and Early Childhood Specialist, Menninger Foundation, Topeka, Kansas	Shall I Touch It, Taste It or Crawl Away Fast?--The Adventuresome World of Babies and Toddlers
Juliann Woods Cripe, Ph.D., Project Coordinator, Southeast Kansas Regional Birth-to-three Project, Parsons, Kansas.	Meal Time: Helping Families Incorporate Intervention into Their Daily Activities

Table 9

THE ASSOCIATED COLLEGES OF CENTRAL KANSAS
SUMMER SEMINARS IN EARLY INTERVENTION
1990 - 1993

Presenter	Title
Angela Deal, ACSW Western Carolina Center Morganton, NC	Enabling and Empowering Families in Early Intervention
Amy Powell, Ph.D. High Scope Foundation Ypsilanti, MI	Facilitating Parent-Child Interaction
Rebecca Fewell, Ph.D. University of Miami School of Medicine Miami, FL	Innovative Ways to Serve Young Children in Community-Based Settings
Carol Westby, Ph.D., C.C.C.-Sp. University of New Mexico Albuquerque, NM	Intervention and Therapy Through Play
Linda Lutes, M.S. Child Development Specialist Oklahoma University Health Sciences Center Oklahoma City, OK	The Preterm Infant Comes Home
Mary Lynne Calhoun, Ph.D. Director Charlotte Circle Outreach Project Charlotte, NC	Facilitating Early Communication
Ruth Ann Lay, M.A., SLP Feeding Specialist Wichita Kansas Public Schools Wichita, KS	Early Feeding and Oral Motor Development

Table 10

PARTICIPANT EVALUATIONS OF SEMINARS

School-year Seminars (1 = poor; 5 = excellent)	Summer Seminars -- Topics (1 = poor; 6 = excellent)
1990-91	1991
3.70	5.18
4.22	5.85
3.63	1992
1991-92	4.55
4.10	4.61
4.34	1993
4.30	5.66
1992-93	4.95
4.24	5.71
4.42	
4.33	
4.38	

Table 11

ATTENDANCE BY STIPEND STUDENTS AT EARLY INTERVENTION PROFESSIONAL DEVELOPMENT OPPORTUNITIES

YEAR		WORKSHOP	WORKSHOP	SEMINAR 1	SEMINAR 2	SEMINAR 3	SEMINAR 4	KDEC CONFERENCE	SUMMER SEMINAR CLASS / TOPICS	
1990-91	Stipend Students	18	15	15	17	17	-----	3	14	22
1991-92	Stipend Students	15	11	15	15	21	22	9	17	23
1992-93	Stipend Students	15	-----	-----	15	11 (ice storm)	17	4	9	25

Note: 20 - 60 additional persons (parents, students not on stipend, practicum supervisors, and early intervention personnel attended each Seminar and the Topics class.

12e.

seminars is documented in Table 11. On occasion, stipend students have been unable to attend seminars; in these cases, they have been furnished with videotapes of the sessions and asked to summarize the content and provide reactions.

Objective 4: To participate in systems for cooperative planning with the SEA, the CSPD planning group, the Kansas Interagency Coordinating Council on Early Childhood Developmental Services, the National Clearinghouse for Careers in Special Education, the Part H and Section 619 coordinators, the Kansas University Affiliated Program, special education directors, and college placement officers in order to match program graduates with existing vacancies.

ACCK faculty consulted with all the individuals and organizations targeted for interactions regarding placement of program graduates. As listed in Table 12, 22 students have totally completed the program; all have been placed in positions --20 in ECSE and 2 in elementary education. Eleven of the 20 are working with infants and toddlers and their families, while 7 are in preschool services and 2 are working on Federal training grant projects. Three other students are working in ECSE with provisional certificates. Twelve students are working in early childhood and/or ECSE positions and using their new skills gained through the project while continuing coursework toward provisional and full certification.

Graduates have been satisfied with their learning in the ACCK ECSE personnel preparation. Table 13 shows the results of a survey of 33 graduates, 1987 through 1992 (data from 1993 are still being compiled). On virtually all 82 variables assessed, graduates rated the their preparation at ACCK above 4 on a 1-6 scale, with 6 equaling excellent preparation.

Employers are pleased with the performance of program graduates. Although data for 1993 are not yet available, a survey of employers regarding 26 program graduates for 1987-1992 showed that graduates were ranked between 5 and 6 on a 6-point scale (6=excellent preparation) on six of the seven areas of professional ability; on the seventh area, skills to administer early childhood programs, graduates were ranked 4.62, even though this is not a primary emphasis of our undergraduate program. Said one, "S___is the best ECSE we have ever had in our very rural coop. If you have any more, send them our way." Another said, "L___'s skills serve her well to work with families in our Head Start population. We are very pleased that she is part of our team!" This year's evaluation data are not yet available. See Table 14 for more information about the survey.

V. CHALLENGES ENCOUNTERED DURING THE PROJECT

On the whole the project has developed as planned. However, several issues have caused some concern.

Attraction of Under-represented Populations: ACCK has for some time had as a

Table 12

CURRENT EMPLOYMENT OF PROGRAM GRADUATES WHO RECEIVED STIPENDS

NAME	DATE COMPLETED	CERTIFICATES	PLACEMENT	TYPE OF SERVICES	NUMBER CHILDREN SERVED PER YEAR
M.C.	7/91	El.Ed/ECSE	Infant program Kansas City	ECSE/El	24
J.S.	7/91	El.Ed/ECSE	Rainbows United Wichita	ECSE/El	30
A.G.	7/91	El.Ed/ECSE	Special Preschool Bartelsville, OK	ECSE	30
D.B.	6/91	ECE/El.Ed/ECSE	Federal Outreach Project Connecticut	Personnel Preparation	?
D.J.	6/91	Secondary Ed/ECSE	McKIDS McPherson	El	25
L.G.	6/91	El.Ed/ECSE	Children's Center Lindsborg	ECSE	30
S.H.	6/91	El.Ed/ECSE	Children's Center Lindsborg	ECSE	30
C.S.	6/91	ECE/ECSE	ACCK Lindsborg	Federal Outreach Project Coordinator	?
D.S.	5/93	El.Ed/ECSE	Lyons Elementary School	El.Ed.	25
R.R.	5/93	El.Ed./ECE/ECSE	Hesston Elementary	El.Ed.	25
A.R.	8/92	SLP/ECSE	Wichita Public Schools	Integrated Therapy/ ECSE Teacher	40
R.L.	8/92	SLP/ECSE	Wichita Public Schools	Feeding & Assistive Technology Specialist	70

13a.

NAME	DATE COMPLETED	CERTIFICATE	PLACEMENT	TYPE OF SERVICE	NUMBER CHILDREN SERVED PER YEAR
M.H.	8/93	El.Ed./ECSE	Early Ed. Center Hutchinson	ECSE	28
S.H.	5/93	El.Ed./ECSE	St. John's Early Intervention Stafford	ECSE	28
R.G.	5/93	Psychology/ECSE	St. John's Early Intervention Program Salina	EI	80
L.P.	5/92	El.Ed./ECSE	Wichita Public Schools	ECSE	30
C.F.	8/93	El.Ed./ECSE	Rice County Coop. Lyons	ECSE/EI	30
A.L.	12/93	El.Ed./ECSE	Learning Express Wellington	EI	28
L.W.	12/93	El.Ed./ECSE	McPherson County Coop. McPherson	ECSE	30
J.S.	12/93	El.Ed./Deaf ED./ECSE	Rainbows United Wichita	EI	30
G.F.	8/93	El.Ed./ECSE	Special Preschool Medicine Lodge	ECSE/EI	32
D.D.	8/93	El.Ed/ECSE	Special Preschool Winfield	ECSE	26

Table 13

GRADUATE RANKING OF OUTCOMES
1987 - 1992

(Ranking: Low of 1 = poor preparation to High of 6 = excellent preparation)
N = 33

		Mean	SD
1.	Professional knowledge, attitudes, and skills	4.67	1.86
1.a.	Understanding of the philosophical base for public education, especially of children with special needs	5.29	.62
1.b.	Knowledge of the historical and social basis for the emergence of early childhood education and early childhood special education	5.33	.64
1.c.	Understanding of the legal basis for early childhood special education including parental rights, services in natural environments, and free appropriate public education	5.46	.51
1.d.	Knowledge of social systems, agency systems, and governmental systems and how systems impact services for children and families	4.63	.77
1.e.	Knowledge of current issues in early childhood education through participation in professional organizations and critical use of the professional literature	4.92	.88
1.f.	Articulation of early childhood issues in society in oral and written forms	4.50	1.38
1.g.	Knowledge of the impact of early intervention on the child, the family, the community, and societal systems	5.38	1.28
1.h.	Understanding of the relationship of "best practices" to current levels of practice within service delivery systems, strategies for working within "real world" environments to effect systems change	4.63	1.17
1.i.	Effective strategies for decision-making, collaborative goal setting, problem solving, and conflict resolution	4.63	.88
1.j.	Adherence to professional ethics and standards	5.54	.59
1.k.	Proficiency in oral and written communication	5.04	.75

	1.l.	Development of organizational skills: time management and management of materials and environments	4.75	1.07
	1.m.	Reflection and self evaluation with regard to one's own professional development	4.96	.69
	1.n.	Strategies to support self-worth, mental health, and stress management for self and others	4.21	1.06
	1.o.	Attitudes of acceptance and appreciation for variations of beliefs, traditions, and values in families across cultures within American society	5.06	.81
	1.p.	Identification and reporting procedures for suspected physical, mental, or emotional abuse or neglect of children	4.54	.88
2.	Ability to work effectively with families		5.13	.61
	2.a.	Understanding of theories and models for family systems	5.00	.66
	2.b.	Understanding stages of family development, including the impact of a child's birth upon all family members	5.29	.69
	2.c.	Understanding of the impact of disability on a family	5.38	.71
	2.d.	Understanding of poverty and its impact on families	4.83	.92
	2.e.	Understanding of family-centered services as a model which meets the needs of children and families	5.08	.58
	2.f.	Appreciation of options for family services, including information, support, referral, and training	4.75	.79
	2.g.	Knowledge and sensitivity to individual family needs and cultural diversity	5.00	.78
	2.h.	Techniques to assist families in identifying their resources, priorities, and concerns in relation to their child	4.50	1.10
	2.i.	Ability to build respectful and beneficial relationships between families and other professionals	4.79	1.25
	2.j.	Ability to assist families in developing their own resources to advocate for their child and family	4.54	1.18
	2.k.	Ability to deliver effective intervention, which fosters confidence and competence in families as well as children	4.92	.65
	2.l.	Knowledge of issues unique to specific geographical areas, including urban and rural areas	4.33	1.09

3.	Knowledge of human development		5.17	.76
	3.a.	Knowledge of human development, prenatal through age 8, including sequences, characteristics, organization across domains, and explanatory theories	5.08	.72
	3.b.	Awareness of interrelationships of development across domains, between heredity and environment, and among the child, the family, the community, and the culture	5.21	.72
	3.c.	Identification of typical and atypical behavior and development	5.17	.92
	3.d.	Knowledge of biological, environmental, and medical conditions which place the fetus, neonate, or young child at risk for abnormal development	5.50	.72
	3.e.	Knowledge of causes and characteristics of common disabilities and at-risk conditions in young children and the developmental impact of these conditions	5.42	.65
	3.f.	Understanding of object play and social play and their roles in child development	5.04	1.08
4.	Skill in program development		4.29	1.55
	4.a.	Understanding of the relationship of liberal arts concepts to early childhood intervention	4.08	1.47
	4.b.	Valid CPR and First Aid certificates	3.33	2.06
	4.c.	Approaches for observing child/environment interactions, parent/child interactions, and child/child interactions	4.54	1.32
	4.d.	Use of alternative approaches to collecting health, developmental, and behavioral information of young children, including family-based assessment and transdisciplinary assessment	4.63	1.41
	4.e.	Summarizing and integrating assessment information into implications and recommendations for content and processes of intervention	4.58	1.21
	4.f.	Development of IFSPs and IEPs in partnership with families, incorporating both child and family goals and approaches where appropriate	4.79	.78
	4.g.	Understanding of various options for service delivery, including where services may occur, who may deliver services, who may receive services, and how services may change with the child's development	4.75	1.19

4.h.	Methods for providing individual and group intervention through a variety of formats	4.88	.80
4.i.	Scope and sequence of developmental intervention curricula and methods for adapting them for specific disabilities	4.50	.72
4.j.	Ability to modify and integrate all domains of the curriculum to meet individual needs of children and families	4.75	.61
4.k.	Knowledge of effective use of space, time, peers, materials, and adults in maximizing child progress in group and home settings	4.63	.65
4.l.	Ability to develop evaluate, and select individually appropriate and age appropriate materials for infant, toddler, and preschool intervention	4.92	.33
4.m.	Use of play to foster child development	5.04	1.12
4.n.	Application of an anti-bias, multiculturally sensitive curriculum	4.50	.83
4.o.	Knowledge of appropriate health and safety procedures for home and group settings	4.58	1.18
4.p.	Recognition of nutritional needs and feeding techniques appropriate for populations of young children with physical impairments	4.21	.83
4.q.	Effective use of strategies for the reduction of inappropriate behavior and the increase of appropriate behavior through the manipulation of antecedent and consequent conditions	4.79	.72
4.r.	Knowledge of effective methods for monitoring, summarizing, and evaluating child and family outcomes as outlined on the IFPS/IEP	4.63	.82
4.s.	Knowledge of evaluation procedures for early childhood intervention programs in relation to quality standards	5.00	.51
4.t.	Knowledge of and commitment to strategies supporting the transitions between hospital, infant, toddler, preschool, and primary school programs for children with special needs and their families	4.79	.59
4.u.	Elementary knowledge of adaptive equipment and prosthetic devices for particular disabilities	4.17	1.01

4.v.	Basic aspects of medical care for premature and low-birth weight babies and medically fragile children, including introduction to methods for maintaining technology-dependent young children	4.31	1.04
4.w.	Ability to interpret or seek help in interpreting children's medical histories and reports	4.58	1.02
5.	Skill in facilitating adult-child interaction	4.92	1.18
5.a.	Understanding of communication development in order to interact at the developmental level of the child	5.15	.62
5.b.	Effective verbal and nonverbal communication strategies	5.21	.59
5.c.	Effective use of strategies that maximize self management of behavior and intrinsic motivation to achieve and promote independence, curiosity, and self confidence in children	4.98	.87
6.	Ability to work effectively in teams	4.50	1.53
6.a.	Knowledge of terms used in education, medicine, and social services in their work with families and young children	5.08	.65
6.b.	Knowledge of services provided by various community agencies and disciplines to young children and their families	4.83	.70
6.c.	Understanding of the "culture" of various relevant agencies and disciplines	4.63	.92
6.d.	Ability to work with families as important members of intervention teams	5.17	.64
6.e.	Understanding of roles of team members in multidisciplinary, interdisciplinary, and transdisciplinary teams	5.25	.61
6.f.	Ability to model, give, and receive instructions across disciplines	4.58	1.25
6.g.	Understanding dynamics of teams within and between service settings: roles, interaction, communication, problem solving, and conflict resolution	4.71	1.27
6.h.	Recognition of the importance of interagency collaboration and skills to promote it	4.83	1.31
6.i.	Skills for the role of Family Service Coordinator	4.54	1.53
6.j.	Leadership skills for group process and team building	4.54	1.25

13h.

7.	Skills to administer early childhood programs	4.33	1.83
7.a.	Knowledge of federal, state, and local legislation and regulation of early childhood programs	5.13	.74
7.b.	Understanding of child find, referral, and screening systems	5.25	.74
7.c.	Knowledge of reporting requirement and record keeping	4.96	.81
7.d.	Knowledge of issues and procedures related to confidentiality of child and family records	5.58	.58
7.e.	Ability to define policies regarding eligibility and enrollment, parent participation, staff responsibilities, and schedules in accord with regulations	5.00	.93
7.f.	Appropriate supervision of other adults, including paraprofessionals and volunteers	4.46	.78
7.g.	Understanding of the financial organization of early childhood programs, including funding sources	4.42	.88
7.h.	Ability to evaluate early childhood programs in relation to indicators of best practice and quality standards	4.75	.99
7.i.	Basic understanding of budget requirements	4.08	1.10
7.j.	Planning for and equipping of indoor and outdoor areas within budget constraints	4.38	1.06
7.k.	Implementing health and safety programs as required by regulations	4.58	.97
7.l.	Awareness of strategies for building positive community relations and marketing strategies for the early childhood program	4.92	.78

Table 14

EMPLOYER RANKINGS OF GRADUATE OUTCOMES 1987 - 1992

(Ranking: Low of 1 = poor preparation to High of 6 = excellent preparation)
N = 26

		Mean	SD
1.	Professional knowledge, attitudes, and skills	5.31	.97
2.	Ability to work effectively with families	5.23	1.24
3.	Knowledge of human development	5.04	1.18
4.	Skill in program development for/with children and families	5.04	1.25
5.	Skill in facilitating adult-child interaction	5.31	.68
6.	Ability to work effectively in teams	5.15	.83
7.	Skills to administer early childhood programs	4.62	1.92

major goal the attraction of under-represented populations, particularly ethnic and racial minorities and persons with disabilities, to our student body. Each of the member colleges and the consortium as a whole have initiated activities to encourage multicultural sensitivity and appreciation among students, faculty, and staff, in order to make the campuses more pleasing places for persons from minority groups to work. Nevertheless, only three students from ethnic minorities applied for (and received) stipends under this grant project. This is perhaps due to the very low percentage of students from minority groups who attend the ACCK colleges. The rural area of central Kansas is heavily white, Anglo-Saxon, and Protestant in demographics, and that fact influences the enrollments at our colleges, in spite of very active recruitment efforts directed at minority students. This project has also attracted very few males (one, to be exact, and he was advised to discontinue). Undoubtedly, this is due to the small number of males in early childhood and elementary education in general; however, we are making special efforts to increase the number of males who enroll in the ECSE program. ACCK is continuing to work toward the goal of attracting more students from under- represented populations, including discussions of revisions in stipend policies to provide greater assistance to persons with very low income.

Students who Dropped Out of the Program: Nine students of 50 awarded stipends have dropped out of the program: 1 moved out of state, 1 experienced health problems, 1 was terminated by mutual agreement, 2 were advised to discontinue due to inadequate professional behavior, and 4 withdrew. The last four reported finding the ECSE requirements "too demanding for an undergraduate program." Our faculty has discussed this situation at length and determined to maintain our high standards. Colleagues in the graduate programs at other Kansas universities have encouraged us in that decision. Several of the "drop-outs" are working in early childhood education, where, it is likely, they are using information gained during their tenure in our program. Perhaps some will re-enter the program in the future, when their personal circumstances change.

Diversity of Students: Although this is an undergraduate program, the majority of the enrollees have bachelor's or master's degrees; some undergraduates and graduates have lengthy experience with young children and their families, while others have none. This diversity of previous educational and work experience makes program planning and course assignments difficult to formulate. It is frequently difficult to challenge the most experienced students while providing adequate foundations and encouragement to more naive students. Use of cooperative efforts with case study approaches has been a helpful strategy, along with frequent discussions of team functioning, communication skills, and information gathering and sharing. We are contemplating moving to greater use of portfolios to assess student progress. The challenge in our diverse student group remains, but we continue to take steps to address the situation.

Variability in Student Schedules: When the proposal was written, we envisioned a cohort of students making their way through the ACCK program. However,

individual circumstances have been highly variable. Programs must be individually planned, and students proceed through the ACCK requirements at very different rates. Health, family, and employment issues cause frequent changes in individual programs, even after mutually agreeable timelines have been determined. This situation has led to a revision in our thinking about student progress and explorations of different ways to allot stipends in the future.

Allotment of Honoraria to Cooperating Teachers: The initial proposal envisioned cash stipends to on-site practicum supervisors to support their participation in the project. However, when our Advisory Board met to discuss this issue, they suggested that paying additional sums beyond the modest amount already paid by ACCK to cooperating teachers could cause negative feelings within early intervention program staff who would receive different awards for working with stipend students and non-stipend students. They suggested, rather, that these funds be used to support cooperating teacher participation in training activities and to purchase resources that could be used cooperatively by students and cooperating teachers to explore new approaches in ECSE/early intervention. Approval for this change was received from Washington, and, for the most part, honorarium funds have been used in this manner.

VI. IMPACT AND DISSEMINATION

This project addressed the urgent need in the State of Kansas for special education personnel who are prepared to teach in the non-categorical area of Early Childhood Special Education (birth-8) with special expertise in serving infants and toddlers with special needs and their families. Students recruited for this project have had numerous experiences beyond those of other ECSE students in order to better prepare themselves to serve in early intervention. Professionals prepared by this project are or will be fully certified and equipped to serve as home-based, center-based, clinic-based, or consulting teachers of infants, toddlers, and preschool-aged children, though each trainee will have opted for greater field experience in birth-2 services. Graduates are also prepared to work effectively with a wide variety of families and to consult with early childhood educators, therapists, psychologists, and medical and social service personnel. All program graduates have been hired, most to work in early intervention and most to work in rural areas. We believe that the presence of this project and the pre-professional/professional partnerships it has created are motivating graduates to remain in the underserved areas of central and western Kansas. We estimate that 671 children per year and their families are being served by students who completed their programs under this grant project. Additional children and families will be served by students who are enroute to certification as a result of stipend assistance but who have not yet finished their full teacher education program.

Two other groups benefitted in qualitative ways. Special professional

development experiences (21 in number) designed for cooperating teachers enable them both to work with children and families more effectively and also to provide better mentoring and modeling for our students. While those sessions were not targeted at paraprofessionals, paras did attend with their teacher/student teacher team; this element of the ACCK plan, like so many others, attempts to model the interdisciplinary collaboration and professional development which are critical to effective early intervention.

The curriculum and co-curricular experiences which constitute the ACCK model have been shared with numerous audiences. Five other universities have written to request copies of our program model. It was profiled in the Thirteenth Annual Report to Congress (U.S.D.O.E., 1991). It was featured in a dissertation by Robin Rooney of the University of North Carolina at Chapel Hill and will be among several models Ms. Rooney will describe in an upcoming journal article. The project was explained at a poster session at the 1992 meeting of the Division for Early Childhood in Washington, DC, and at a small display at the 1993 Midwest Institute on Personnel Development for Early Intervention at St. Paul, MN. This Final Report will be submitted to the ERIC System for broad dissemination.

REFERENCES

Bailey, D.B. (1989). Issues and directions in preparing professionals to work with young handicapped children and their families. In J.J. Gallagher, P.L. Trohanis, & R.M. Clifford (Eds.). Policy implementation and PL 99-457: Planning for young children with special needs. Baltimore: Paul H. Brookes Publishing Co.

Bailey, D.B., Palsha, S.A., & Huntington, G.S. (1990). Preservice preparation of special educators to work with infants and families: Current status and training needs. Journal of Early Intervention 14, 43-54.

Bell, D., & Steinmiller, G. (1988). Challenges for teacher educators: The interfacing of competencies in early childhood education with P.L. 99-457. Paper presented at ATE Mid-America Mini-clinic, Manahattan, KS.

Bredekamp, S. (1987). Developmentally appropriate practice in programs serving children birth through age 8. Washington, DC: National Association for the Education of Young Children.

Bricker, D. (1989). Strategies for statewide personnel development. Presented at Partnerships for Progress III.

Bricker, D., & Cripe, J.W. (1993). Activity-based intervention. Baltimore, MD: Paul H. Brookes Publishing Company.

Bruder, M.B., Brinkerhoff, J., & Spence, K. (1991). Meeting the personnel needs of PL 99-457: A model interdisciplinary institute for infant specialists. Teacher Education and Special Education, 14(2), 77-87.

Burke, P.J., McLaughlin, M.J., & Valdivieso, C.H. (1988). Preparaing professionals to educate handicapped infants and young children: Some policy considerations. Topics in Early Childhood Special Education, 8, 73-80.

Campbell, M. (1992, July). Kansas. In S. Walsh, Factors contributing to Part H success similar across states, Early Childhood Report, 3(7), 6-7.

Cheney, C.O., Cummings, R.W., & Royce, P.P. (1990). Training early childhood special educators -- a model of effective distance learning. Teacher Education and Special Education, 13(3-4), 210-212.

Fenichel, E.S., & Eggbeer, L. (1989). Educating allies: Issues and recommendations in the training of practioners to work with infants, toddlers, and their families. Zero to Three, 10, 1-7.

Fenichel, E.S., & Eggbeer, L. (1990). Preparing practitioners to work with infants, toddlers, and their families: Issues and recommendations for educators and trainers. Arlington, VA: National Center for Clinical Infant Programs.

Gallagher, J.J., Trohanis, P.L., & Clifford, R.M. (1989). Policy implementation and PL 99-457: Planning for young children with special needs. Baltimore: Paul H. Brookes Publishing Co.

Gray, T. (1992). Demand increases; new teacher supply declines. Press release from Southeast Kansas Education Service Center, Kansas Recruitment and Retention in Special Education Project., Girard, KS.

Helge, D. (1984). The state of the art of rural special education. Exceptional Children, 50, 294-305.

Hurley, O.L. (1989). Implications of PL 99-457 for preparation of preschool personnel. In J.J. Gallagher, P.L. Trohanis, & R.M. Clifford (Eds.). Policy implementation and PL 99-457: Planning for young children with special needs. Baltimore: Paul H. Brookes Publishing Co.

Koppelman, J., & Weiner, R. (1987). From birth to five: Serving the youngest handicapped children. Alexandria, VA: Capital Publishing Company.

McCollum, J., & McCartan, K. (1988). Research in teacher education: Issues and future directions for early childhood special education. In S.L. Odom, & M.B. Karnes (Eds.), Early intervention for infants and children with handicaps: An empirical base. Baltimore: Paul H. Brookes Publishing Co.

McCollum, J, McLean, M., McCartan, K., & Kaiser, C. (1989). Recommendations for certification of early childhood special educators. Journal of Early Intervention, 13(3), 195-211.

McLaughlin, M.J., Smith-Davis, J., & Burke, P.J. (1986). Personnel to educate the handicapped in America: A status report. College Park: University of Maryland.

Meisels, S., Harbin, G., Modigliani, & Olson, K. (1988). Formulating optimal state early childhood intervention policies. Exceptional Children, 55, 159-165.

Miller, P.S. (1992). Segregated programs of teacher education in early childhood: Immoral and inefficient practice. Topics in Early Childhood Special Education, 11(4), 39-52.

Mills, P.E., Vadasy, P.F., & Fewell, R.R. (1987). Preparing early childhood special educators for rural settings: An urban university approach. Topics in Early Childhood Special Education, 7(3), 59-74.

National Center for Educational Statistics. (1988, July). Pocket projections. Washington, DC: U.S. Department of Education.

Nichols, G.S. (1992). ASCUS research report: Teacher supply and demand in the United States, 1992 report. Evanston, IL: Association for School, College, and University Staffing.

Rural Early Childhood Special Education Task Force, American Council on Rural Special Education. (1988). Response to PL 99- 457, Titles I and II: Issues concerning families residing in rural and remote areas of the United States. Rural Special Education Quarterly, 9(1), 24-28.

Sattler, E.L., & Sattler, J.L. (1985). Economic realities of special education. Teacher Education and Special Education, 8, 98-103.

Smith, B.J., & Powers, C. (1987). Issues related to developing state certification policies. Topics in Early Childhood Special Education, 7(3), 12-23.

Smith-Davis, J. (1985). Issues in education: Personnel supply and demand in special education. Counterpoint, December.

Thorp, E.K., & McCollum, J.A. (1988). Defining the infancy specialization in early childhood special education. In J.B. Jordan, JJ. Gallagher, P.L. Hutinger, & M.B. Karnes (Eds.), Early childhood special education: Birth to three (pp. 147-162). Reston, VA: Council for Exceptional Children.

Training identified as concern in Part H reauthorization. (1991, September). Task talk (training approaches for skill and knowledge). Arlington, VA: National Center for Clinical Infant Programs.

U.S. Department of Education. (1991). Thirteenth annual report to Congress on the implementation of the Individuals with Disabilities Education Act. Washington, DC: U.S. Government Printing Office.

APPENDIX A

RECRUITMENT BROCHURE;

APPLICATION FOR ADMISSION TO SPECIAL EDUCATION

ASSOCIATED COLLEGES OF CENTRAL KANSAS

Bethany College, Lindsborg
Bethel College, Newton
Friends University, Wichita
Kansas Wesleyan University, Salina
McPherson College, McPherson
Sterling College, Sterling
Tabor College, Hillsboro

The ACCK colleges are church-related liberal arts colleges which have cooperated to prepare teachers in special education since 1972.

Special Education is an active department which reflects the colleges' commitment to educating human service professionals.

The ACCK colleges share a history of excellence in education.

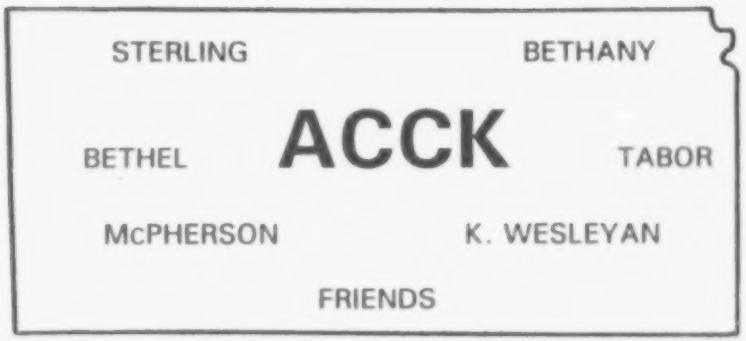
For additional information, contact:

Dr. Sharon Rosenkoetter
Coordinator/Early Childhood Special Education
Assistant Professor of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150 Fax: 316-241-5153

Dr. Jeannie Tramill
Coordinator/Associate Professor of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150 Fax: 316-241-5153

ACCK sponsors a nine-state outreach project of the US Office of Education Program for Children with Disabilities: this training and technical assistance project is called Bridging Early Services Transition Project. ACCK also hosts an annual Special Education Media Fair along with a symposium on educating students with special needs in mainstream environments. Specialized grants have contributed to the development of symposia and an annual Summer Seminar in Early Intervention.

ASSOCIATED COLLEGES OF CENTRAL KANSAS



CERTIFICATION PROGRAM IN EARLY CHILDHOOD SPECIAL EDUCATION

20a.

ACCK - A QUALITATIVE DIFFERENCE

Through the ACCK-ECSE program students can pursue certification to teach children, ages O-5, with special needs.

- *undergraduate program or builds on a bachelor's degree in education, nursing, or a related field; some graduate-credit coursework*
- *evening classes*
- *outstanding practicum sites throughout central Kansas*
- *experience young children with typical development, at-risk conditions, and disabilities, and their families in schools, homes, and hospitals*
- *classes taught by experienced ECSE professionals*
- *assessment coursework targeted at children O-5*
- *convenient to central Kansas communities*
- *active student CEC chapter*
- *student participation in local, state, and national professional development meetings*
- *accredited by the Kansas State Department of Education*
- *stipends available to support enrollment*
- *special topical seminars for preservice and inservice professionals*
- *Summer Seminar focused on infant/toddler issues*

EARLY CHILDHOOD SPECIAL EDUCATION

ECSE teachers work with infants, toddlers, and/or preschool aged children and their families. Children receiving ECSE services evidence a variety of disabilities, ranging in severity from mild to severe.

The following course of study leads to full certification in Kansas in the area of Early Childhood Special Education:

ED 202	Methods and Materials for Early Childhood Education (3 hours)
ED 203	Field Experience in Early Childhood Education (1-3 hours)
SPED 210	Education and Psychology of the Exceptional Individual (3 hours)
SPED 338	Characteristics of Early Intervention with Handicapped Children (3 hours)
SPED 345	Strategies for Behavior Management (2 hours)
SPED 348	Formal and Informal Assessment of Young Children (2 hours)
SPED 349	Communication Development and Communication Disorders (3 hours)
SPED 350	Methods and Materials for Teaching the Handicapped (2 hours)
SPED 358	Methods and Materials for Teaching Young Handicapped Children (2 hours)
SPED 430	Consultation Skills for Special Educators (2 hours)
SPED 461	Practicum with Infants and Toddlers with Handicaps (2-7 hours)
SPED 462	Practicum with Preschool-Aged Children with Handicaps (2-7 hours)

Optional Courses:

SPED 359	Methods for Teaching Infants and Toddlers with Handicapping Conditions (2 hours)
ED 878	Methods for Facilitating Infant Development

Topical Seminars - graduate and undergraduate levels

Hospital-based Practica

20b.

Today's Date _____

Return to: 4/91
ACCK
105 E. Kansas
McPherson, KS 67460

APPLICATION FOR ADMISSION TO ACCK DEPARTMENT OF SPECIAL EDUCATION

Name: _____ College: _____

College/Local Mailing Address: _____
street/residence hall city state zip

College/Local Phone/Daytime _____ Phone/Eve _____ Box No. _____

Permanent Address: _____
street city state zip

Permanent Phone No.: _____

Areas of certification desired: _____ **Behavior Disorders** _____ **Mental Retardation**
_____ **Learning Disabilities** _____ **Early Childhood Handicapped**

FOR UNDERGRADUATES

Classification: ____ Sophomore ____ Junior ____ Senior ____ Fifth Year

Major: ____ Elementary Ed ____ Secondary Ed-Area: _____
____ Other - Please specify: _____

Hours in Education: _____ GPA in Major: _____ Overall GPA: _____

Have you been admitted to the Teacher Education Program at your college? _____

Who is your advisor? _____

Have you developed a personal course of study leading to a bachelor's degree with your advisor? _____
*** If yes, please provide a copy to ACCK. ***
*** Please provide a copy of your college transcript to ACCK. ***

FOR APPLICANTS WHO ALREADY HAVE A BACHELOR'S DEGREE

Date of Graduation _____ College _____ Major _____

Additional coursework or advanced degree: (include dates, colleges, description)

*** Please provide ACCK with copies of all your college transcripts. ***
*** Please attach a photocopy of your most recent teaching certificate. ***

_____

_____

Have you been, or are you currently certified to teach? _____ If yes, list each state in which you are certified, expiration date, areas and levels of certification:

_____

_____

Have you contacted an ACCK college and indicated your interest in pursuing special education certification? _____

If yes, have you been assigned an advisor? _____ Advisor's Name: _____

A:APADSPED.FRM

FOR ALL APPLICANTS

Will you be a full or part-time student? _____

Expected date for completing special education certification: _____

Please indicate whether you have taken either of the tests indicated below and if so, what score(s) you attained. Satisfactory scores on these tests are required for all individuals who will receive their initial teacher certification after May 1, 1986.

___ PPST Scores: Math ___ Reading ___ Writing ___

___ NTE Score: _____

Teaching or paid work experience in school or with young children: _____

_____

_____

_____

Why are you interested in going into special education? _____

_____

_____

_____

What are your career plans? _____

_____

_____

_____

_____

How did you learn about the ACCK Special Education Program?

_____

_____

_____

REFERENCES: Please list individuals who are familiar with your academic or employment background or your skills in working with children or handicapped individuals.

Name	Address	City	State	Zip	Day Phone	Relation-ship
1.						
2.						
3.						

Have you been convicted of or pleaded guilty to a crime punishable as a felony?

_____ Yes _____ No

Have you committed an act involving the physical or sexual abuse or exploitation of a child?

_____ Yes _____ No

If you have responded "yes" to either of the above two questions, a personal conference will be scheduled to explore further these aspects of your background as they relate to qualifications for admission to the ACCK special education program. Additional background information and documentation may also be required before a decision will be made about your application for admission. Kansas Administrative Regulation 91-1-61 provides that a teaching certificate can be cancelled, revoked, suspended or denied by the Kansas State Department of Education if there is evidence that the certificate holder or applicant has been convicted of a felony or has injured the health and welfare of a child through physical or sexual abuse or exploitation.

• • • • • • • • • • • • • • •

The following items ask for your **voluntary responses.** The information will be kept confidential and will not be used in any way to evaluate your application for admission to this program.

Sex: Male/Female

Ethnic Origin: _____

Do you have a handicapping condition? _____ Yes _____ No. If yes, please state the nature of the handicap and its effect on your ability to be a special education teacher.

_____

_____

_____

What accommodations will you require to complete this program? _____

_____

_____ _____

Student's signature Date

APPENDIX B

STIPEND PROCEDURES

Associated Colleges of Central Kansas

SPECIAL EDUCATION STIPENDS
Infant-Toddler Intervention

Generous stipends are available for the 1993-94 academic year to full and part-time students seeking certification in Early Childhood Special Education (ECSE) with an emphasis on services to infants and toddlers and their families. Students who are of at least junior standing by Fall, 1993 are the preferred candidates. Post-baccalaureate students, non-traditional students, and minority students are also urged to apply.

Deadline: ~~April 26, 1993~~

General Eligibility Requirements: Students in education, nursing, social work, child development, physical or occupational therapy, speech/language pathology, or related fields who wish to become fully certified in the area of ECSE (infant-toddler focus) and who are enrolled or about to enroll in one of the six colleges which participate in the ACCK special education program are eligible to apply. Applicants must also have an overall GPA of 2.75 or above or documentation of recent superior performance in employment in a related area. Priority will be given to qualified students from groups who are traditionally underrepresented in early intervention.

Amount of Stipends: Up to $6,500 may be awarded to a student during a single academic year. The amount will be determined following consultation with a financial aid officer at the student's college. Awards to students will depend on the number of credit hours in special education taken per year. Stipends will be paid on a quarterly basis over the award period. Acceptance of a stipend signifies that the student also commits to participation in a three-week Summer Seminar on Infant-Toddler Intervention. A stipend will be paid to each student to support participation in the Summer Seminar.

Recipients' Responsibilities: The purpose of the stipends is to provide financial support toward the education of persons entering the field of early intervention. Stipend recipients must demonstrate satisfactory progress toward completing their approved program of studies. In addition, recipients must maintain at least a 2.75 cumulative GPA in all related pre-professional courses. If a student does not make satisfactory progress or withdraws from the program of studies in ECSE, then the undistributed portion of her/his stipend will be used to support another student. Students who accept a stipend agree to attend four evening seminars on early intervention during the school year. Students who accept a stipend also commit to participation in the Summer Seminar with financial support for doing so. Stipend students agree to consult with the ACCK early childhood faculty prior to any program change.

Selection Procedures: The Special Education Committee, which is composed of three faculty members from ACCK colleges and the ACCK Special Education faculty, will determine stipend recipients. Criteria for awarding stipends include a cumulative GPA of 2.75 or better, acceptance into one of the college's teacher education programs, and faculty perceptions of the student's ability to work successfully with infants and toddlers with disabilities or at risk conditions and their families.

Application Procedures:

1. Complete the application for stipend.
2. Write a cover letter to accompany the application.
3. Write a two-page summary which addresses: your reasons for entering the field of Infant-Toddler Intervention, your qualifications for the stipend, and your future career plans.
4. Submit transcript(s). Photocopy is acceptable.
5. Ask for two letters of support from persons other than the special education faculty. One of the letters should come from your advisor or employment supervisor.
6. Schedule a meeting with Dr. Rosenkoetter to plan your ECSE pre-professional program.

Note: Applicants who have previously received a stipend need only to complete the application form and submit an updated transcript.

Send all Materials to: Sharon Rosenkoetter, Ph.D.
Associated Colleges of Central Kansas
105 E. Kansas
McPherson, KS 67460 Phone: 316/241-5150

Stipends are made possible by grant #HO29Q30013 from the U.S. Department of Education, Office of Special Education Programs.

Bethany College · Bethel College · Kansas Wesleyan University
McPherson College · Sterling College · Tabor College

APPLICATION FOR STIPEND
Infant-Toddler Intervention

Name: _____ Present or Prospective College _____

College/Local Mailing Address: _____

Work Phone: _____ _____ Home/Local Phone: _____ _____

Classification: Sophomore ___ Junior ___ Senior ___ Post B.A. ___ Post M.A. ___

Major:

Early Childhood Education	___	Social Work	___
Elementary Education	___	Physical Therapy	___
Speech/Language Pathology	___	Occupational Therapy	___
Child Development	___	Nursing	___
Other (please specify):	_____		

Hours completed in Major: _____ GPA in Major: _____ Overall GPA: _____

Hours completed previously in Special Education: _____

Course Titles: _____

Will you be a full or part-time student? _____

Expected date for completing ECSE certification:

Experience with infants, toddlers, or preschool-aged children with handicaps and/or their families: _____

_____

_____

_____

Paid work experience with young children with disabilities: _____

_____

_____

Honors, professional memberships and related activities: _____

_____

Please attach a transcript. It may be a copy.

_____ _____
Student's Signature Date College Advisor's Signature Date

PROCEDURES FOR AWARDING, DISTRIBUTING, AND MONITORING STUDENT STIPENDS

School Year Stipends

The Special Education Committee serves as the Selection Committee for student stipends awarded from U. S. Department of Education grant projects. The selection Committee is composed of three teacher education faculty from member colleges and the ACCK special education faculty. The responsibilities of the Selection Committee are as follows:

1. Establish procedures for awarding, distributing, and monitoring stipend monies.
2. Establish an annual timeline for stipend competitions.
3. Select stipend recipients and recommend the amount of awards.
4. Report the results of its decisions to the Education Committee and to the Financial Aid Officer and Business Manager of each member college.
   a. The Special Education Committee chair reports to the Education Committee.
   b. The Project Director informs the Financial Aid Officers and Business Manager of the Committee's recommendations.

Competition Timelines: April 1 is the deadline for stipend applications for the coming academic year. The Selection Committee meets prior to April 20, with the intention of awarding all available stipend monies. If monies are returned or if there are not enough qualified applicants, additional competitions will be held on a schedule determined by the Selection Committee. Typically, the deadlines for these competitions are the week before Fall, Interterm, and Spring Semesters.

Eligibility Criteria: The following requirements are listed on materials distributed to announce stipend competitions and clarifications made during past Selection Committee meetings:

1. Enrollment in one of the six ACCK colleges.
2. Either full-time or part-time status.
3. Enrollment in coursework leading to or possession of certification in education or a "related field" to ECSE.
4. Enrollment in, or completion of, SPED 210 (Education and Psychology of the Exceptional Individual) and ED 203 (Field Experience in Early Childhood Education) or SPED 220 (Early Practicum with Mildly/Moderately Handicapped Children and Youth) is preferred. Applicants for BD stipends must complete SPED 220 in a setting for behaviorally disordered students or have the course waived based on significant experience with this population.
5. Overall GPA of 2.75 or above. Letters of reference may be submitted in support of an award by students with GPAs between 2.5 and 2.75 who have been out of college for 10 years or more.
6. Junior status or higher is preferred. Sophomores eligible to take the introductory course in their field of study (SPED 338, SPED 340, SPED 342, or SPED 344) may also apply. The Committee will consider applications from freshmen with extraordinary circumstances.
7. Previous stipend recipients may re-apply yearly until they have completed their approved course of study.
8. Students who accept a stipend agree to participate in the school year seminars and the Summer Seminar.

Application Procedures: Application forms for stipends may be obtained at any of the ACCK schools (from education advisors, minority student advisors, and admissions officers) or at the ACCK office. All applicants must submit the following materials:

1. Application for special education stipends for each competition entered
2. Cover letter
3. Two-page typed statement which addresses the applicant's reasons for entering the field of study, qualifications for a stipend, and future career plans
4. Official college transcript(s)
5. Two letters of support
6. Any other relevant information (e.g., letter of employer)

In addition, all applicants must meet with an ACCK advisor to plan a course of study prior to the deadline for the stipend competition.

Selection Procedures: The Selection Committee considers the following information in making recommendations for stipend awards:

1. Does the applicant meet the eligibility criteria?
2. Are the written material of sufficient quality and the letters of recommendation supportive enough to satisfy the committee?
3. Is there a balance among the colleges attended by proposed stipend recipients?
4. Are traditional undergraduates given preference in awarding stipends?
5. What funds should be allocated? Typically $200 for 1-6 hours or $250 for 7 or more hours of special education coursework is to be used to calculate the amount of awards.
6. Should bonuses be awarded to any exceptionally qualified applicant?

Distribution Procedures: The Project Director informs campus Financial Aid Offices of proposed awards to enable review of financial aid packets of all recipients. Upon receiving confirmation from Financial Aid Offices that recommended amounts can be awarded, a letter is sent to each stipend recipient. including the following information: the amount of the award, the schedule of stipend payments, the course schedule which the stipend depends upon, the requirement of attendance at seminars, and the procedures for monitoring progress through the program of study. Copies of this letter are sent to the Financial Aid Office, the Business Office, and the student's campus advisor. Stipends are made to each recipient on September 1, November 1, January 1 (for interterm only registrants), and April 1. Funds are distributed according to the student's registration for special education courses during a given semester. Business Offices on each campus are notified of this schedule and make accommodations for recipients to pay tuition fees after they have received stipend checks.

Monitoring Procedures: Student progress is monitored by the special education faculty and by the campus advisor for students taking coursework at home colleges. If students withdraw from the program or fail to make satisfactory progress, their undistributed monies are used to support other qualified applicants. Monitoring determines 1) whether students are taking the course(s) scheduled in their plan of study, and 2) whether they are maintaining at least a 2.75 GPA in coursework in the major field. At the end of each semester, students taking courses on their home campus are asked to submit a transcript to the ACCK advisor to certify that they have maintained an acceptable grade point.

Seminar Participation: Students who accept an Early Intervention stipend agree to participate in four seminars during the school year and the Summer Seminar. For the latter experience, additional compensation is provided to cover expenses. Students who accept BD and/or Secondary Level stipends agree to participate in the Summer Seminar and Practicum for their field of study.

Summer Seminar Stipends

Eligibility: Recipients of the school year stipends are the primary recipients of stipends for Summer Seminars. Applications are circulated, and if funds remain unspent, then candidates who plan to enter the program the following fall receive priority. All recipients must:

1. Enroll in one of the six ACCK colleges in coursework leading to certification.
2. Show evidence of a GPA of 2.75 or above or recent superior employment performance in a related field.
3. Be enrolled in the ACCK special education program, have a program plan for enrollment the following fall, or need additional work in early intervention content in order to perform their jobs.

Application Procedures: Application forms are available at all ACCK colleges and at the ACCK main office. Forms for application also are mailed to ECSE programs throughout the region. Applicants must submit the application form, college transcript(s), and evidence of eligibility by May 1.

Selection Procedures: Similar procedures are followed as during the school year, though the Selection Committee typically delegates responsibility to the Project Director and Practicum Coordinator.

Awards: The Summer Seminars are not part of the required programs for ECSE or BD certification, and they occur during a time when many students would otherwise be employed. Therefore, the grant proposals stated that students would be provided with incentive funds to attend. Accordingly, stipend students may receive funds to cover full tuition, books, travel, child care, and, in some cases, living expenses and partial reimbursement for employment missed. A formula has been developed to ascertain that distribution is fair. For Secondary Level stipend recipients, awards will be based on the cost of summer school tuition and instructional materials (up to $50.00 per course). If funds are available, awards for additional educational expenses described above will be made.

Distribution: Payments are made directly to students at the beginning of the Summer Seminar.

ASSOCIATED COLLEGES OF CENTRAL KANSAS
DEPARTMENT OF SPECIAL EDUCATION
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150

TO: Special Education Committee

FROM: Deborah Bailey

RE: Stipend Distribution Process

DATE: August 20, 1992

The Special Education Committee met on June 26, 1992 to review procedures for awarding and monitoring student stipends from three U.S. Department of Education grants: Early Intervention Project, Preservice SED Project (BD), and Secondary-Transition Level Mild Disabilities Project. Summarized below are the decisions of the committee:

1. The following schedule will be used to make recommendations for stipend awards in 1992-93:

   a. For 1-6 credit hours of special education coursework per semester, awards will be based on $200.00 per credit hour.

   b. For 7 or more credit hours of special education coursework per semester, awards will be based on $250.00 per credit hour.

   c. A minimum of $50.00 per course for textbook expenses is included in the calculation of partial stipend awards.

   d. With full-time enrollment during an academic year, a full stipend may be awarded.

   The intent of the committee is to make partial awards cover the cost of tuition and texts for special education coursework. The committee will review the schedule annually after tuition rates for the next academic year are known and make any necessary revisions.

2. Students may apply for both BD and Secondary Level stipends by completing the application process required for each competition. Awards will be made on a per credit hour basis using the schedule outlined above. The summer seminars and practica will be scheduled so that students receiving awards from both grants may complete the required coursework in one summer.

   Students may enter the Early Intervention competition at the same time application is made to one or both of the school-age competitions. Due to course schedule conflicts, students cannot complete the ECSE program concurrent with a school-age

APPENDIX C

SEMINARS

ASSOCIATED COLLEGES OF CENTRAL KANSAS

Bethany College, Lindsborg
Bethel College, Newton
Friends University, Wichita
Kansas Wesleyan University, Salina
McPherson College, McPherson
Sterling College, Sterling
Tabor College, Hillsboro

The ACCK colleges are church-related liberal arts colleges which have cooperated to provide teacher education in the field of special education since 1972.

This Summer Seminar is partially supported by a Personnel Preparation Grant from the U.S. Office of Education, Office of Special Education Programs. Participation is open to advanced students or professionals in early intervention related disciplines.

Tuition will be $100 per credit hour. A small number of stipends will be available.

For additional information, contact:
Diana Bartus
Assistant Professor of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150
Fax: 316-241-5153

Sharon Rosenkoetter
Coordinator/Early Childhood Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-7754
Fax: 316-241-5153

Learn New Skills for Working with Infants, Toddlers, and Their Families

1991 SUMMER SEMINAR IN EARLY INTERVENTION

--undergraduate or graduate credit--

22a.

Associated Colleges of Central Kansas
105 East Kansas Avenue

Techniques for Working with Families in Early Intervention

1 credit, graduate or undergraduate
June 17-19, 9:00-4:30, Lindquist Hall,
Wallerstedt Library, Bethany College,
Lindsborg, Kansas

This seminar will share philosophy and techniques for a family-centered approach to early intervention. It will then apply this approach to one area, the development of communication skills.

Enabling and Empowering Families in Early Intervention

Angela Deal, ACSW
Western Carolina Center
Morganton, NC

Co-author with Carl Dunst &
Carol Trivette of the pioneering book of the same name.

Facilitating Parent-Child Interaction

Amy Powell, Ph.D.
High Scope Foundation
Ypsilanti, MI

Developer with Gerald Mahoney of innovative methods to amplify existing parent & child interaction to increase active learning and enjoyment in communication.

Methods for Facilitating Development in Infants and Toddlers at Risk

2 credits, graduate or undergraduate
June 10-14, 20-21, and 26-28
9:00-12:30, Miller Library, McPherson College, McPherson, KS

Mary Schulte, M.Ed.
KaAnn Graham, M.A., C.C.C.-Sp.
Sharon Rosenkoetter, M.A.

This course will focus on methodology for working with infants and toddlers and their families in a variety of settings. Topics to be covered include foundations in normal development; theoretical frameworks for development; risk factors (prenatal, perinatal, and postnatal); professional teams; family roles, assessment and comprehensive evaluation; methods of service delivery; adaptations for handicapping conditions; community collaboration; and program evaluation.

Implementing Part H: Workshop II

Prerequisite: Workshop I
1 credit, graduate or undergraduate
Available through ACCK or any Regents' university

April 19-20 - Wichita
June 24-25 - Hays
Nov. 1-2 - Emporia

Co-sponsored by the Special Education Department of the University of Kansas and the Kansas Department of Health and Environment.

22b.

NEW DIRECTIONS IN BIRTH - FIVE SERVICES

1992 SUMMER SEMINAR IN EARLY INTERVENTION

undergraduate credit, graduate credit,
or registration without credit

Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460

22c.

New Directions in Birth - Five Services

1 credit, graduate or undergraduate, or registration without credit
June 22-24, 1992 9:00 - 4:30, Lindquist Hall, Wallerstedt Library, Bethany College, Lindsborg, Kansas

Innovative Ways to Serve Young Children in Community-Based Settings

Rebecca Fewell, Ph.D.
University of Miami School of Medicine

Well-known author, editor, researcher, and program developer in the area of innovative effective interventions with young children with special needs and their families.

Intervention and Therapy through Play

Carol Westby, Ph.D., C.C.C.-Sp.
University of New Mexico

Speech-language pathologist and federal project director with major contributions in the areas of play, emergent literacy, and multicultural services with infants, toddlers, preschool-aged children and families.

To register, please return this form to:
Summer Seminar, ACCK
105 E. Kansas, McPherson, KS 67460

NAME _____

ADDRESS _____
Street, City, State, Zip

PHONE _____ _____
Day Evening

OCCUPATION _____

EMPLOYER OR SCHOOL _____

HIGHEST DEGREE HELD _____
(Please enclose photocopy of transcript if none is on file at ACCK.)

COURSE(S) OF INTEREST:

____ Topics in Special Education: New Directions in Birth-Five Services (1 credit)
- ____ Graduate Credit
- ____ Undergraduate Credit
- ____ Registered without credit

____ Methods for Facilitating Development in Infants and Toddlers at Risk (2 credits)
- ____ Graduate Credit
- ____ Undergraduate Credit
- ____ Register without credit

____ Topics in Special Education: Early Intervention Strategies - Workshop IV (1 credit)
- ____ Graduate Credit
- ____ Undergraduate Credit

For credit students, through which one of the seven ACCK colleges do you wish to enroll? _____
Cost is $100 per credit hour whether or not credit is desired.

22d.

REGISTRATION:

Students need to return the enclosed registration form to ACCK and also if desiring college credit to contact the college of choice to complete enrollment.

Credit students - Students desiring credit need to pay their college directly.

Not for credit students - Students registering not for credit should mail checks to ACCK, Attn: Diana Bartus, 105 East Kansas, McPherson, KS 67460.

Bethany	913-227-3311	Bethel	316-283-2500	Friends	316-261-5800
KW	913-827-5541	McPherson	316-241-0731	Sterling	316-278-2173
Tabor	316-947-3121				

TOPICS IN SPECIAL EDUCATION: NEW DIRECTIONS IN BIRTH - FIVE SERVICES

Friends, KW, McPherson, Sterling (grad or undergrad) Bethel & Tabor (undergrad only) Course No.	Bethany (grad or undergrad) Course No.	Credit
SE 359A 380A	SE 486	1 hr undergrad
ED 678 (excluding Bethel & Tabor)	SE 586	1 hr graduate

June 22, 23, and 24, 1992 9:00 a.m. to 4:30 p.m.
Wallerstedt Library - Lindquist Hall
Bethany College, Lindsborg, Kansas

TUITION: $100 for 1 credit or
$100 registration fee for no credit

METHODS FOR FACILITATING DEVELOPMENT IN INFANTS AND TODDLERS AT RISK

Friends, KW, McPherson, Sterling (grad or undergrad) Bethel & Tabor (undergrad only) Course No.	Bethany (grad or undergrad) Course No.	Credit
SE 359	SE 359	2 hrs undergrad
ED 676 (excluding Bethel & Tabor)	SE 585	2 hrs graduate

June 8-19, 1992, 9:00 a.m. to 12:30 p.m.
Sports Center Classroom
McPherson College, McPherson, Kansas

TUITION: $200 for 2 credits or
$200 registration fee for no credit

TEXTBOOK: Text available at the first class session.
Cost: approximately $35.00

TOPICS IN SPECIAL EDUCATION: EARLY INTERVENTION STRATEGIES - WORKSHOP IV

Friends, KW, McPherson, Sterling (grad or undergrad) Bethel & Tabor (undergrad only) Course No.	Bethany (grad and undergrad) Course No.	Credit
SE 359A 380B	SE 486	1 hr undergrad
ED 678 (excluding Bethel & Tabor)	SE 586	1 hr graduate

June 19 & 20 in Lawrence, Kansas or July 10 & 11 in Wichita

TUITION: $100 for 1 credit plus KDHE registration of $30

22e

ASSOCIATED COLLEGES OF CENTRAL KANSAS

Bethany College, Lindsborg
Bethel College, Newton
Friends University, Wichita
Kansas Wesleyan University, Salina
McPherson College, McPherson
Sterling College, Sterling
Tabor College, Hillsboro

The ACCK colleges are church-related liberal arts colleges which have cooperated to provide teacher education in the field of special education since 1972.

This Summer Seminar is partially supported by a Personnel Preparation Grant from the U.S. Office of Education, Office of Special Education Programs. Participation is open to advanced students or professionals in early intervention-related disciplines. A small number of stipends will be available to assist credit students. Housing can be arranged through ACCK for the SUMMER SEMINAR.

For additional information, contact:
Diana Bartus
Assistant Professor of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150
Fax: 316-241-5153

Sharon Rosenkoetter
Coordinator/Early Childhood Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150
Fax: 316-241-5153

Methods for Facilitating Development in Infants & Toddlers at Risk

2 credits, graduate or undergraduate
June 8-19, 1992
9:00 - 12:30, Sports Center Classroom, McPherson College, McPherson, Kansas

KaAnn Graham, M.A., C.C.C.-Sp. and Mary Schulte, M.Ed.

This course will focus on methodology for working with infants and toddlers and their families in a variety of settings. Topics to be covered include foundations in normal development; theoretical frameworks for development; risk factors (prenatal, perinatal, and postnatal); professional teams; family roles, assessment and comprehensive evaluation; methods of service delivery; adaptations for various disabilities, community collaboration; and program evaluation.

Early Intervention Strategies Workshop IV

Prerequisite: Workshop I
1 credit, graduate or undergraduate
Available through ACCK or any Regents' University
June 19 & 20 in Lawrence or July 10 & 11 in Wichita

Co-sponsored by the Special Education Department of the University of Kansas and the Kansas Department of Health and Environment. Students must register through the Kansas Department of Health and Environment (913-296-6135) and a college of choice through which credit is desired.

22E.

1993 ACCK SUMMER SEMINAR IN EARLY INTERVENTION

The Preterm Infant Comes Home
Linda Lutes, M.Ed.

Facilitating Early Communication
Mary Lynne Calhoun, Ph.D.

Early Feeding and Oral Motor Development
Ruth Ann Lay, M.A., CCC-SLP,

Methods for Facilitating Development in Infants and Toddlers at Risk
KaAnn Graham, M.A., CCC-SLP and Mary Schulte, M.Ed.

Communication Development and Communication Disorders
Peggy Hulstine, M.A., CCC-SLP

undergraduate credit, graduate credit,
or registration without credit

Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460

22g.

Care and Feeding of Vulnerable Infants and Young Children: Parents and Professionals Together

June 7-8-9, 1993, 9:00 a.m. - 4:30 p.m.
Wallerstedt Library, Lindquist Hall
Bethany College, Lindsborg, Kansas

The Preterm Infant Comes Home

June 7

Linda Lutes. M.Ed.
Oklahoma Infant Transition Program
University of Oklahoma Health Sciences Center

Linda Lutes is the Infant Developmental Specialist, Infant Transition Program, Neonatal Section, Department of Pediatrics, Oklahoma University Health Science Center. Ms. Lutes is a NIDCAP (Neonatal Individualized Developmental Care Assessment Program) Trainer. She is an accomplished presenter and has written "'Facilitating Tucking,' an Effective Comfort Measure for Pain in Preterm Infants."

Facilitating Early Communication

June 8

Mary Lynne Calhoun, Ph.D.
Charlotte Circle, Outreach Project

Mary Lynne Calhoun is professor of Special Education and a researcher at the University of North Carolina at Charlotte. She is project director of Charlotte Circle Outreach, a national technical assistance and training effort in early intervention. Dr. Calhoun has published over sixty journal articles, book chapters, and books.

To register, please return this form to:
Summer Seminar, ACCK
105 E. Kansas, McPherson, KS 67460

NAME _____

ADDRESS _____
Street, City, State, Zip

PHONE _____ _____
Day Evening

OCCUPATION _____

EMPLOYER OR SCHOOL _____

HIGHEST DEGREE HELD _____
(Please enclose photocopy of transcript if none is on file at ACCK.)

COURSE(S) OF INTEREST:

___ Topics in Special Education: Care and Feeding of Vulnerable Young Children (1 credit)
- ___ Graduate credit
- ___ Undergraduate credit
- ___ Registered without credit

___ Methods for Facilitating Development in Infants and Toddlers at Risk (2 credits)
- ___ Graduate credit
- ___ Undergraduate credit
- ___ Register without credit

___ Communication Development and Communication Disorders (3 hours)
- ___ Undergraduate credit
- ___ Register without credit

For credit students, through which one of the six ACCK colleges are you enrolling? _____

Cost is $125 per credit hour whether or not credit is desired.

22h.

Methods for Facilitating Development in Infants and Toddlers at Risk

2 credits, graduate or undergraduate
June 10-23, 1993
8:30 a.m. - 12:00 p.m., Sports Center Classroom
McPherson College, McPherson, Kansas

KaAnn Graham, M.A., CCC-SLP and Mary Schulte, M.Ed

This course will focus on methodology for working with infants and toddlers and their families in a variety of settings. Topics to be covered include foundation in normal development; theoretical frameworks for development; risk factors (prenatal, perinatal, and postnatal); professional teams; family roles, assessment and comprehensive evaluation; methods of service delivery; adaptations for various disabilities, community collaboration; and program evaluation.

REGISTRATION

KW, McPherson, Sterling (grad or undergrad) Bethel & Tabor (undergrad only)	Bethany (grad or undergrad)	
Course No.	Course No.	Credit
SE 359	SE 359	2 hr. undergrad
ED 676	SE 585	2 hr. graduate

TUITION

$250 for 2 credits - pay college directly
$250 registration fee for no credit - mail check to ACCK,
Attn: Margy Hornback, 105 E. Kansas, McPherson, KS 67460

Communication Development and Communication Disorders

3 credits, undergraduate
June 10-25, 1993
1:00 p.m. - 4:30 p.m., Sports Center Classroom
McPherson College, McPherson, Kansas

Peggy Hulstine, M.A., CCC-SLP

This course will include extensive experience observing children's communication development, including analysis of videotaped interactions of child/child and child/adult interactions.

REGISTRATION

All ACCK Colleges

Course No.	Credit
SPED 349	3 hr. undergrad

TUITION

$375 for 3 credits - pay college directly
$375 registration fee for no credit - mail check to ACCK,
Attn: Margy Hornback, 105 E. Kansas, McPherson, KS 67460

221.

ASSOCIATED COLLEGES OF CENTRAL KANSAS

Bethany College, Lindsborg, 913-227-3311
Bethel College, Newton, 316-283-2500
Kansas Wesleyan University, Salina, 913-827-5541
McPherson College, McPherson, 316-241-0731
Sterling College, Sterling, 316-278-2173
Tabor College, Hillsboro, 316-947-3121

The ACCK colleges are church-related liberal arts colleges which have cooperated to provide teacher education in the field of special education since 1972.

This Summer Seminar is partially supported by a Personnel Preparation Grant from the U.S. Office of Education, Office of Special Education Programs. Participation is open to advanced students or professionals in early intervention-related disciplines. A small number of stipends will be available to assist credit students. Housing can be arranged through ACCK for the Summer Seminar.

For additional information, contact:
Margy Hornback, M.Ed.
Assistant Professor of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150
Fax: 316-241-5153

Sharon Rosenkoetter, Ph.D.
Coordinator/Early Childhood Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460
Phone: 316-241-5150
Fax: 316-241-5153

Early Feeding and Oral Motor Development in Infants & Toddlers at Risk

June 9

Ruth Ann Lay, M.A., CCC-SLP

Ruth Ann is the Feeding/Swallowing Specialist for the Wichita Public Schools. She has been a speech and language pathologist for fifteen years and is also certified in Early Childhood Special Education. Ms. Lay has worked with all ages of children with severe disabilities in a variety of settings.

REGISTRATION

Students need to return the enclosed registration form to ACCK and also if desiring college credit to contact the college of choice to complete enrollment.

KW, McPherson, Sterling (grad or undergrad) Bethel & Tabor (undergrad only) Course No.	Bethany (grad or undergrad) Course No.	Credit
SE 380	SE 486	1 hr. undergrad
ED 678	SE 586	1 hr. graduate

TUITION

$125 for 1 credit - pay college directly
$125 registration fee for no credit - mail checks to ACCK, Attn: Margy Hornback, 105 E. Kansas, McPherson, KS 67460

TOPIC: Interpreting a Baby's Signals: Parent and Professional Collaboration

DATE: Thursday, April 2, 1992

TIME: 6:30 - 9:30 p.m.

PLACE: McPherson College
Miller Library, Rm. 101
McPherson, Kansas

PRESENTER: Ann Murray, Ph.D.

Dr. Murray is Associate Professor, Department of Human Development and Family Studies, Kansas State University and Project Director, Early START.

She serves as Consulting Psychologist, High Risk Infant Laboratory, Boys Town Institute, Omaha, Nebraska.

EARLY INTERVENTION SEMINARS

Sponsored by

Department of Special Education

Associated Colleges of Central Kansas

partially supported by Grant #H029Q00027-92
U.S. Department of Education

22k.

TOPIC: Communication,Lo-Tech and High Tech, Technology Applications for Young Children with Severely Physically Disabling Conditions: Discussion and Demonstration

DATE: Tuesday, October 29, 1991

TIME: 6:30 - 9:30 p.m.

PLACE: McPherson College
Miller Library, Rm. 101
McPherson, Kansas

PRESENTERS: Barry Molineux, SLP
Mary Ann Keating, SLP

Barry Molineux is Department Head, Speech-Language Pathology, The Capper Foundation, Topeka, Kansas, and President, Kansas Speech-Language-Hearing Association, 1988-1990.

Mary Ann Keating is Director of Special Projects/Outreach Programs, The Capper Foundation, Topeka, Kansas, and Project Director of Demonstration Project for Severely Handicapped Children and Youth, U.S. Department of Education.

TOPIC: Ethical Decision Making and the Developmentally Disabled Child: The Roles of Parents and Professionals

DATE: Tuesday, Dec. 3, 1991

TIME: 6:30 - 9:30 p.m.

PLACE: McPherson College
Miller Library, Rm.101
McPherson, Kansas

PRESENTER: Dr. William Bartholome, M.D., M.T.S.

Dr. Bartholome is Associate Professor of Pediatrics and History and Philosophy of Medicine, University of Kansas Medical Center. He chairs the KU Pediatric Ethics Committee and the KU Hospitals/Medical Staff Committee. He serves as a consultant to numerous hospitals, foundations and governmental bodies across the nation regarding ethical decision making.

TOPIC: Intervention with Substance-Exposed Infants and Young Children

DATE: Tuesday, January 14, 1992

TIME: 6:30 - 9:30 p.m.

PLACE: McPherson College
Miller Library, Rm. 101
McPherson, Kansas

PRESENTER: Juliann Woods Cripe, Ph.D.

Dr. Cripe is Project Coordinator, Southeast Kansas Regional Birth-to-three Project, Parsons. Research Associate, University of Kansas, Bureau of Child Research; and author with Diane Bricker of An Activity- Based Approach to Early Intervention, (Paul Brookes Publishers).

221.

1994 SUMMER SEMINAR IN EARLY INTERVENTION

TOPIC: Integrated Programming In Early Intervention: Making The Collaborative Process Work

DATES: June 6-7-8, 1994

TIME: 9:00 a.m. - 4:30 p.m.

PLACE: Bethany College
Wallerstedt Library
Lingquist Hall
Lindsborg, Kansas

PRESENTERS:

Winnie Dunn, Ph.D., OTR, FAOTA
The University of Kansas Medical Center
School of Allied Health
Department of Occupational Therapy Education
Professor and Chair
Leadership in Occupational Therapy Service Systems (LOTSS) Project Director
Maternal and Child Health Leadership Grant

Debra Cook, MS, OTR
Assistant Professor
LOTSS Project Manager, MCH Leadership Grant

Barbara Flett, OTR; Kristine Deckert, OTR; and Jane Cox, OTR - LOTSS Trainees

PARTICIPANTS: Attendance by ECSE teams (preschool and infant/toddler) strongly encouraged

Available for one credit graduate or undergraduate through ACCK colleges

June 9-22, 1994

Methods for Facilitating Development in Infants and Toddlers at Risk

Available for two Credits graduate or undergraduate through ACCK colleges

SAVE THESE DATES

More information coming early spring

EARLY INTERVENTION SEMINAR

Sponsored by

Department of Special Education

Associated Colleges of Central Kansas

partially supported by Grant #H029Q30013

U.S. Department of Education

22m.

SEMINAR I

TOPIC: Strategies For Working With Infants And Young Children With Hearing Impairment And Their Families

DATE: Thursday, October 28, 1993

TIME: 6:30 - 9:30 p.m.

PLACE: McPherson College
Miller Library, Room 101
McPherson, Kansas

PRESENTER: Tina Owsley, M.S.Ed.

Tina Owsley is a teacher for the Hearing Impaired with the Topeka Public School System.

SEMINAR II

TOPIC: Understanding Vision, A Foundation of Children's Learning: Physiology, Milestones, Common Problems, Assessment, Drug Interactions, And Intervention Strategies

DATE: Thursday, November 11, 1993

TIME: 6:30 - 9:30 p.m.

PLACE: McPherson College
Miller Library, Room 101
McPherson, Kansas

PRESENTER: Pamela Cress, M.S.

Pamela Cress is Program Coordinator, Preparation of Personnel to Provide Vision Screening and Evaluation Services to Children from Birth to Three Years, University of Kansas, University Affiliated Progams in Parsons, Kansas.

SEMINAR III

TOPIC: Implications Of Prenatal Exposure To Alcohol And Other Drugs: A Family Focused Approach To Early Intervention

DATE: Thursday, February 17, 1994

TIME: 6:30 - 9:30 p.m.

PLACE: Bethany College
Wallerstedt Library
Lindquist Hall
Lindsborg, Kansas

Moderator: Phoebe Rinkel

PRESENTERS: Staff of Juniper Gardens/University of Kansas Early Childhood Research Institute on Substance Abuse

Staff are involved in a five year longitudinal study in South Dakota, Minnesota, and Kansas on characteristics of and intervention with infants prenatally exposed to alcohol and/or drugs.

SEMINAR II

TOPIC: Understanding Vision, A Foundation of Children's Learning: Physiology, Milestones, Common Problems, Assessment, Drug Interactions, And Intervention Strategies

DATE: Thursday, November 11, 1993

TIME: 6:30 - 9:30 p.m.

PLACE: McPherson College
Miller Library, Room 101
McPherson, Kansas

PRESENTER: Pamela Cress, M.S.

Pamela Cress is Program Coordinator, Preparation of Personnel to Provide Vision Screening and Evaluation Services to Children from Birth to Three Years, University of Kansas, University Affiliated Progams in Parsons, Kansas.

SEMINAR III

TOPIC: Implications Of Prenatal Exposure To Alcohol And Other Drugs: A Family Focused Approach To Early Intervention

DATE: Thursday, February 17, 1994

TIME: 6:30 - 9:30 p.m.

PLACE: Bethany College
Wallerstedt Library
Lindquist Hall
Lindsborg, Kansas

Moderator: Phoebe Rinkel

PRESENTERS: Staff of Juniper Gardens/University of Kansas Early Childhood Research Institute on Substance Abuse

Staff are involved in a five year longitudinal study in South Dakota, Minnesota, and Kansas on characteristics of and intervention with infants prenatally exposed to alcohol and/or drugs.

BEST COPY AVAILABLE

SEMINAR IV

TOPIC: Learning With Reduced Hearing And Vision: Strategies And Resources For Working With Infants And Young Children With Deaf-Blindness And Their Families

DATE: Thursday, March 31, 1994

TIME: 6:30 - 9:30 p.m.

PLACE: McPherson College
Miller Library, Room 101
McPherson, Kansas

PRESENTERS: Julie Mohesky-Darby, M.S.Ed.

Julie Mohesky-Darby is Project Director, Kansas Services for Students with Dual Sensory Impairments Project and Outreach Specialist for Deaf-Blind Services Grant with the Kansas State Board of Education.

APPENDIX D

CURRICULUM MATERIALS

Syllabus for SE 359 Methods for Facilitating Development In Infants and Toddlers At Risk

Instructors: Mary Schulte, M.Ed.
(316) 663-2671 - work
(316) 669-9150 - home

KaAnn Graham, M.A., C.C.C.-Sp
(316) 663-2671 - work
(316) 835-2531 - home

Text: Raver, Sharon A., (1991) Strategies for Teaching At-Risk & Handicapped Infants & Toddlers, A Trans-disciplinary Approach. Macmillan Publishing Co. New York, N.Y.

Course Overview: This course will focus on methodology used to work with infants and toddlers and their families in a variety of settings. Topics to be covered include:

1. Keeping abreast of normal development
2. Recent trends in early intervention
3. Models of service delivery
4. Intervention in the neo-natal period
5. Transitions from hospital to home and home to local community programs
6. Methods of service delivery across domains and populations
7. Professionals working as a team
8. Parent's/family's role as team members
9. Community networking
10. Program evaluation

Course Objectives: The student will

1. Demonstrate a basic understanding of a variety of early intervention models and techniques for working with the 0-3 population and their families.

2. Maintain a working knowledge of normal development in infants and toddlers.

3. Demonstrate an ability to adapt to a variety of settings and adapt materials to fit the developmental level of children with special needs.

4. Demonstrate an ability to develop an IFSP with a family and incorporate the desired outcomes within the family's home environment.

5. Show an understanding of ways to effectively evaluate different intervention methodologies.

6. Learn ways to facilitate family involvement in all aspects of the child's development. 23b.

7. Learn how to work as a member of a family-centered team.

8. Gain information about early intervention services within their home communities.

Class Requirements

Undergraduate and graduate level students

1. Develop a notebook with the following information: (50 total points)

   -Definitions relating to risk factors, medical terminology, service delivery, etc. (10 points)

   -Screening and assessment instruments and procedures (including family assessment). (10 points)

   -Information relating to community resources within the student's area which may be accessed by parents. (10 points)

   -Written summaries of motor, cognitive, communication, social/adaptive activities appropriate for children from birth to 18 months and from 18 to 30 months. These activities should utilize materials which are readily accessible to parents. (10 points)

   -Any additional information helpful to student. (10 points)

Notebooks due at ACCK office on the last day of class or no later than 06-26-92.

2. Reading of text assignments.

3. Reading of assigned articles outside of text with a brief written summary for notebook.

4. Completion of two course examinations. (100 points)

5. Attendance and participation in class discussion.

Graduate level students

A paper addressing a topic to be approved by Thursday 06-13-92 by instructors relating to methodology of intervention for the 0 to 3 population. (50 points)

Course Outline:

A. An overview of infant/toddler intervention
   1. Where we've come from and where we're at now
   2. A brief look at normal development
   3. Why intervene early?

B. Working with the at risk and medically fragile infant
   1. Update on prenatal care and medical technology available for the high risk pregnancy and infant
   2. What factors put a child at risk
   3. Newborn assessment and intervention procedures
   4. Transition from hospital to home

C. Methods of service delivery and intervention techniques across populations
   1. Models of service delivery
   2. Service delivery environments
   3. Assessment considerations across age range and disability
   4. Family assisted assessment
   5. Transitions from home to community programs

D. Developmental domains
   1. Cognitive
   2. Motor
   3. Social/adaptive
   4. Communication

E. Teamwork in Early Intervention
   1. Who is involved and why
   2. The role(s) of parents
   3. The IFSP process
   4. Meshing family priorities with professional considerations

F. Community collaboration and program evaluation
   1. Community awareness
   2. Accessing available community services
   3. Developing parent resourcefullness and parents as resources

Class Schedule

6-8-92

Class # 1 Introduction to the course. Introduction of class members. Review of syllabus and course requirements. Review text Chapter 1. Class activity using videotape of normal development.
Assignment for 6-9-92: read text Chapters 6, 7, and 8 and outside article #1.

6-9-92

Class # 2 Working with the at-risk and medically fragile infant. Guest speaker - Debbie Wolfe, registered nurse. Topic: High risk pregnancies and current technology. Discussion of the Brazelton as an assessment instrument. Videotape of the Brazelton.
Assignment for 6-10-92: Read text Chapter 12. Outside article #2.

6-10-92

Class # 3 Discussion of team membership. Class activity involving individual learning styles. Working with parents and families. Guest speaker - Kenneth Schulte, marriage and family therapist. Topic: Family systems.
Assignment for 6-11-92: Read text Chapter 2 and 13. Outside article #3.

6-11-92

Class # 4 Discussion of service delivery models and environments. Family assisted assessment and the IFSP process. Guest speaker - Sharon Rosenkoetter. Topic: Transitions.
Assignment for 6-12-92: Read text Chapter 3 and outside article #4.

6-12-92

Class # 5 Discussion of neuromotor development. Guest speaker - Gretchen Gundy, registered physical therapist. Topic: Motor activities for infants and toddlers.
Class exam over material covered to date.
Assignment for 6-15-92: Read Chapter 4 and 9. Outside article #5. Discussion of notebook assignment and activities due next week in class.

Class Schedule
Page Two

6-15-92

Class # 6 Guest speakers - Panel of parents involved in early intervention. Discussion of cognitive development. Techniques for children with multiple or severe disabilities. Class presentations of activities.

6-16-92

Class # 7 Continue discussion of cognitive development and techniques for children with multiple disabilities. Videotape and discussion of various home intervention techniques. Class presentations of activities.
Assignment due for 6-17-92: Read Chapters 5,10 and 11. Outside article #6.

6-17-92

Class # 8 Topics in language, hearing and vision. A brief overview of oral-motor development and feeding issues. Class member presentations of activities. Outside article # 7.

6-18-92

Class # 9 Discussion of community collaboration and inter-agency coordination. Guest Speaker - Deborah Voth, early intervention program director. Topic: Program management and evaluation. Class members presentation of papers. Review for final exam.

6-19-92

Class # 10 Videotape of local program illustrating inter-agency coordination and collaboration. Presentation of papers by class members. Final exam.

Approved 1990 by all 6 ACCK colleges

PROPOSED NEW COURSES 23f.

Associated Colleges of Central Kansas
Department of Special Education

Proposed Classes:

Methods for Facilitating Development in Infants at Risk (number to be assigned) -- 2 hours of graduate credit through participating ACCK colleges

and

Topics in Special Education: (variable secondary title, such as Family Empowerment, Implementation of P.L. 99-457, or Transition between Neonatal Intensive Care Units and Community Intervention Programs) -- (number to be assigned) -- 1 hour of graduate credit through participating ACCK colleges

Rationale:

Under the terms of its accreditation, each of the ACCK colleges is allowed to offer at least some coursework for graduate credit. We propose to add the above classes to each college's offerings and to award graduate credit for them for the reasons described below.

In summer 1990 the ACCK Special Education Department received a three-year federal grant to prepare personnel to work in early intervention with children at risk for disability. To date, 16 students are being supported with stipends to participate in our Early Childhood--Handicapped pre-certification program, and more stipends will be awarded soon. A large percentage of these individuals are non-traditional students. Most would not be attending our colleges except for this program.

One requirement of this grant project is to offer a three-week Summer Seminar related to infant developmental services. Stipend students and practicing professionals with similar education or work experience will participate. This type of activity is currently not available anywhere else in Kansas in this format. Because of recent federal and state policies, new community early intervention programs are being started; there exists an acute shortage of adequately-prepared, appropriately-certified professionals to work in these programs. Current professionals often need to take additional coursework to gain skills and earn appropriate certification/licensure to work with young children with handicaps.

By June when the seminar occurs, 12 of our 16 stipend students will have at least baccalaureate degrees; three will have master's degrees. These individuals wish to earn graduate credit for their summer work by participating in additional experiences and completing additional assignments beyond that required of undergraduates. In addition to these students, there are a considerable number of professionals from central Kansas who wish to take one or both classes for graduate credit. Although the classes have not yet been advertised, ACCK has had seven phone calls from such persons who wish to take one or both classes for graduate credit. It appears likely that additional students will enroll when the classes are publicized.

We wish to offer each of the classes for graduate credit in order to meet the needs of students who wish to acquire the competencies and the graduate credit which the proposed experiences can provide. Schools and agencies which employ early intervention personnel have voiced support for ACCK's offering these courses for graduate credit. Serving the needs of students, schools, and community agencies builds the image of our colleges as responsive educational leaders in central Kansas. After the grant period ends, the classes will probably continue, perhaps offered at a different time in the school year. Each proposed course will be described below.

The proposed 2-credit course is presently listed among our offerings as SPED 359: Methods and Materials for Teaching Infants and Toddlers with Handicaps. That undergraduate course, which has been offered to students only once, has markedly fewer requirements than the proposed graduate-level course. The proposed 1-credit course does not parallel any undergraduate offering in Special Education.

Methods for Facilitating Development in Infants at Risk
2 hours of graduate credit

Description of the Course:

During 30 contact hours with the instructional staff plus field experiences, students will explore strategies for intervention with infants and their families in a variety of settings. Topics to be covered include normal development (briefly), risk factors (prenatal, perinatal, and postnatal), types of service delivery, assessment techniques and formats, curriculum, adaptations for specific disabling conditions, family roles, team collaboration, community networking for service provision, and program evaluation.

Students To Be Served:

The course will serve two groups of participants: 1) advanced students in the Early Childhood--Handicapped certification program, who have previously completed three courses in early childhood education methods for typical and atypical learners, and 2) professionals who are currently certified or licensed in a field

related to early intervention but who desire to develop additional competencies related to serving at-risk infants and toddlers and their families.

Resources Available to Students:

ACCK will provide classroom space and audiovisual equipment for the course. The Media Center which is operated jointly by ACCK and the McPherson County Special Education Cooperative will be available for student projects. Field experiences will include trips to early intervention programs in the region and a hospital neonatal intensive care unit. Early intervention professionals and representatives of parent groups will address students regarding their perceptions and preferred methods for infant services.

Expectations for Graduate Students:

Undergraduates will register for SPED 359: Methods for Teaching Infants and Toddlers with Handicaps. All students - undergraduate and graduate - develop a notebook containing six types of resources for work in early intervention (see attached syllabus for delineation), contribute to class discussions, and successfully complete two examinations over the textbook and outside readings. In addition, graduate students will submit an in-depth review of the professional literature regarding a methodology of intervention with the 0-3 population. They will also report on a structured three-hour observation of an infant intervention program.

Instructors:

During Summer 1991 this class will be team-taught (modeling a desired professional skill) by three individuals with different but complementary skills: Mary Schulte, M.Ed., Special Beginnings (Hutchinson); KaAnn Graham, M.A., C.C.C.--Sp, Early Education Center (Hutchinson); Sharon Rosenkoetter, M.A., ACCK.

Topics in Special Education: (variable secondary title)
1 hour of graduate credit

Description of the Course:

This class will deal in depth with a specific topic related to infants, toddlers, children, or youth with disabilities or developmental risk conditions, and/or their families. It may follow a number of different formats, depending upon the topic. Examples include the following:

#1 Fourteen contact hours of presentation/discussion plus pre-readings and followup reaction paper or examination.
#2 Eighteen contact hours of presentation/discussion plus followup reaction paper or examination.
#3 Thirty-seven to 40 hours of field experience plus followup analytical paper or formal presentation to

faculty about the experience.

#4 Independent exploration of the topic under the guidance and supervision of a faculty member, with the total effort estimated to require at least 50 hours of independent work, plus consultation.

We hope to offer two courses under this title during the 1991 Early Intervention Summer Seminar. One, with the secondary title of "Techniques for Working with Families in Early Intervention," will follow format #2 above. It will feature two nationally known authorities in early intervention, Angela Deal of the Western Carolina Center and Amy Powell of the High Scope Foundation (see vitae and tentative outlines of sessions attached). Funds from our grant will support their work with our students. The second class, to be offered concurrently by us and all the Regents institutions which sponsor Early Childhood--Handicapped certification programs, will follow format #1; it will be subtitled "The Individual Family Service Plan, a Requirement of Public Law 99-457." Funding for instruction for this class will come from a grant to the University of Kansas and the Kansas Department of Health and Environment.

We are also presently working to develop a Topics in Special Education class for three of our post-B.A. students. It will follow format #3 above and involve a one week field placement at the Children's Rehabilitation Unit at the University of Kansas Medical Center, Kansas City. Funding to support the students' participation as well as the supervision of their experience will come from two sources: ACCK's early intervention grant and federal personnel training funds awarded to the Kansas University Affiliated Programs.

Additional Topics in Special Education classes will be offered during each of the next two summers under the early intervention grant project and at other times as demand arises.

Clientele To Be Served:

Target populations include preservice and inservice professionals involved in delivering services to infants, toddlers, children, and youth with disabilities and their families.

Resources Available for Students:

Facilities of ACCK colleges and the Media Center operated jointly by ACCK and the McPherson County Special Education Cooperative will be used. Personnel in education, health, and social service agencies relevant to individuals with disabilities will collaborate in delivering the instruction.

Numbers for these two proposed courses will be determined after they have passed through the educational policy review processes of the seven campuses which participate in the Special Education program at ACCK.

APPENDIX E

VITAE OF PROJECT STAFF

VITA

SHARON E. ROSENKOETTER

EDUCATION:

A.B. 1966 Valparaiso (IN) University.
Major--political science.
Minors--history, theology.

A.M. 1971 University of Illinois at Champaign-Urbana special education: learning disabilities.

Ph.D. 1991 University of Kansas, Department of Human Development and Family Life.
Emphases: early childhood education/special education; typical and atypical development; communication development and disorders; foundations of literacy; applied behavior analysis.
Dissertation: Recall of Stories and Descriptive Passages by Prekindergarten Children: Analysis and Intervention

TEACHING INTERESTS:

Early childhood special education; early childhood education; public policy regarding children and families; behavior management; emergent literacy; language development and disorders.

RESEARCH INTERESTS:

Transition issues in early childhood; social/conduct skill development for effective inclusion; screening of young children to determine special educational need; development of metacognitive and literacy skills in normal and atypical students.

PROFESSIONAL EXPERIENCE:

1992-present Associate Professor and Coordinator of Early Childhood Special Education, Associated Colleges of Central Kansas, Department of Special Education; teach courses in early childhood special education, consultation skills, family, mental retardation, language development, assessment.

1986-1991 Assistant Professor, Associated Colleges of Central Kansas, Department of Special Education.

1990-present Project Director: US Department of Education Early Education Program for Children with Disabilities Outreach Grants (Bridging Early Services Transition Project), serving nine (later six) states, and Personnel Preparation Grant (ACCK Preservice Early Intervention Grants)

1987-88 Practicum Coordinator, Associated Colleges of Central Kansas, Department of Special Education.

1978-84, 1985-86 Curriculum Developer and Lead Teacher, Hope Preschool (McPherson County, KS, services for young children with disabilities); also supervisor of practicum students from area colleges.

1984-85	Research Assistant, Bureau of Child Research, University of Kansas under a grant from Handicapped Children's Early Education Program, Office of Special Education Programs, US Department of Education: "Planning School Transitions: Family and Professional Collaboration."
1983-84	Lecturer in Special Education, Bethany College, Lindsborg, KS.
1977-78	Education Director, Lake County Jail, Waukegan, IL.
1975-78	Instructor, College of Lake County, Grayslake, IL (taught adult basic education and GED preparation at an innercity campus, a drug rehabilitation center, and a community college campus; also taught speed reading and study skills workshops for professionals and senior citizens).
1969-72	Editor (parttime), Center for Instructional Research and Curriculum Evaluation, University of Illinois at Champaign-Urbana.
1968-69	Teacher, kindergarten and second grade, Monroeville, IN.
1967-68	Teacher, third grade, Huntertown, IN.
1966-67	Associate Editor, Interaction, St. Louis, MO.
1962-66	Reporter (parttime), Peoria (IL) Journal Star.

HONORS:

Award of Excellence, Kansas' Council for Exceptional Children, 1991.
U. S. Office of Special Education Traineeship, University of Kansas, 1984 (declined).
Bureau of the Handicapped Training Fellowship, University of Illinois, 1969.
National Science Foundation Fellowship, Washington University, 1966 (declined)
University Fellowship, Stanford University, 1966 (declined).
Woodrow Wilson Fellowship, Honorable Mention, 1966.
President's Award, Outstanding Student at Valparaiso University, 1966.
Directed Studies Honors Program, Valparaiso (IN) University, 1962-66.
Aid Association for Lutherans Scholarship, 1962-66.
National Merit Scholarship Foundation, Honorable Mention, 1962.

CERTIFICATIONS: Kansas: Elementary Education, Learning Disabilities, Early Childhood Special Education.
Certified leader, Kansas Child Care Training Opportunities.
Certified validator, National Academy of Early Childhood Programs.

PROFESSIONAL MEMBERSHIPS:

The Council for Exceptional Children: Early Childhood and Teacher Education Divisions
Association for Behavior Analysis
International Reading Association
National Association for the Education of Young Children
Southwest Society for Human Development
Kansas Speech Language Hearing Association
Association for Psychological and Educational Research in Kansas
Kansas Association of Special Education Administrators; Taskforce on Early Childhood Issues

THESIS RESEARCH:

A.M., 1971 Factors Influencing Decision-making during Educational Assessment

Ph.D., 1991 Recall of Stories and Descriptive Passages by Prekindergarten Children: Analysis and Intervention

PRESENTATIONS:

Rosenkoetter, S.E., & Rosenkoetter, L.I. (1993). Starting school: Perceptions of parents of children with and without disabilities. Presented at the Society for Research in Child Development, New Orleans, LA.

Rosenkoetter, S.E., Rous, B., & Friedebach, M. (1993). State interagency modeling local action, and parent empowerment: Systems change with a focus on transition. Presented at Zero to Three National Conference, Washington, DC.

Friedebach, M., Dale, B., Hasseltine, M., Rosenkoetter, S., & Shotts, C. (1993). Community collaboration for transition planning: Families, local, and state agencies working together. Presented at the International Division for Early Childhood Conference on Children with Special Needs, San Diego, CA.

Rosenkoetter, S.E., & Gwost, J. (1993). Parents and professionals joined in transition. Presented at Magic Years Conference, Albuquerque, NM.

Rosenkoetter, S.E. (1993). Bridging Early Services: The community's challenge. Presented at South Dakota 2000 conference, Sioux Falls, S.D.

Stack, L. & Rosenkoetter, S.E. (1993). Parent and professional views of transition. Presented at Kansas City Health Conference, Kansas City, MO.

Rosenkoetter, S.E. (1993). Resource raising for infant-toddler services: Public sector funding. Presented at Kansas Part H Conference, Topeka, KS.

Rosenkoetter, S.E., Dermyer, C., & Campbell, M. (1993). Transition at age 3. Presented at Kansas Council for Exceptional Children, Salina, KS.

Rosenkoetter, S.E., Walker, V., & Larson, L. (1993). Uniting a community to care for its children. Presented at Kansas Association for the Education of Young Children, Lawrence, KS.

Rosenkoetter, S.E. (1992). Bridging early services for all children. Session presented at National Policy Forum on Early Childhood Education, Washington, DC.

Rosenkoetter, S.E. (1992). Transition at age three. Session presented at Kansas Council for Exceptional Children, Lawrence, KS.

Rosenkoetter, S.E. & Wanska, S.K. (1992). Best Practices in preschool screening. Paper presented at the Annual Convention of the Council for Exceptional Children. Baltimore, MD.

Rosenkoetter, S.E. (1992). Getting from here to there: Transition within the classroom. Presentation at Region VII Head Start Training Conference, Overland Park, KS.

Rosenkoetter, S.E., & Shotts, C.K. (1992). Bridging early services. Two presentations at the Midwest Transition Symposium, Kansas City, MO.

Rosenkoetter, S.E. (1992). Planning transitions in early childhood: Workable strategies with young children, their families, and service providers. Presentation at statewide conference Building on Interagency Collaboration and Community Partnerships, Wichita, KS

Rosenkoetter, S.E. (1992). Transition to kindergarten for all of America's children. Presentation at the Indiana Conference on Least Restrictive Environment, Indianapolis, IN.

Tramill, J., Rosenkoetter, S.E., & Roth, R. (1992). Transition from NICU to community programs: Where it's working and were it isn't. Poster session presented at the Maternal and Child Health Leadership Conference, Chicago, IL.

Rosenkoetter, S.E., & Brockenbrough, K. (1992). Transition. Presentation at U.S. Department of Education/NEC*TAS Combined Meetings, Baltimore, MD.

Rosenkoetter, S.E., & Shotts, C.K. (1991). Transition planning: A critical component of comprehensive state and local intervention systems. Meeting of the International Early Childhood Conference on Children with Special Needs, St. Louis, MO.

Rosenkoetter, S.E., & Shotts, C.K. (1991). Hellos and goodbyes: Planning for program change with special needs children. Meeting of the National Association for the Education of Young Children, Denver, CO.

Rosenkoetter, S.E. (1991). What do prekindergartners know about the structure of prose, and what does this mean for good teaching? Meeting of the National Association for the Education of Young Children, Denver, CO.

Rosenkoetter, S.E. (1991). Transition planning for young children. Meeting of Region VII, Head Start, Overland Park, KS.

Hains, A.H., & Rosenkoetter, S.E. (1991). Critical issues in early childhood special education. Meeting of the International Association for Special Education, Milwaukee, WI.

Rosenkoetter, S.E., & Rosenkoetter, L.I. (1991). A longitudinal study of prekindergarten transition screening: Teacher report and traditional testing. Meeting of the Society for Research in Child Development, Seattle, WA.

Rosenkoetter, S.E., & Shotts, C.K. (1991). But my students aren't ready to read!". Meeting of the Kansas Division for Early Childhood, Council for Exceptional Children, Kansas City, KS.

Rosenkoetter, S.E. (1991). Assessment of young children. Meeting of Educational Services and Staff Development Center, Hutchinson, KS.

Rosenkoetter, S.E. (1990). Critical skills for transition to kindergarten. Meeting of the Kansas Association for Education of Young Children, Wichita.

Rosenkoetter, S.E. (1990). Transition issues and research in early childhood special education: The first day of kindergarten. Meeting of the Council for Exceptional Children, Toronto, Canada.

Rosenkoetter, S.E., & Blaska, J. (1990). Teaching critical skills for transition to kindergarten. Meeting of the Midwest Association for the Education of Young Children, Kansas City, MO.

Rosenkoetter, S.E. (1990). The kindergarten readiness issue and young children with special needs. Meeting of Missouri Council for Exceptional Children, Branson,

Rosenkoetter, S.E. (1990). What is best practice in early childhood services? Regional conference sponsored by Gundersen Clinic, LaCrosse, WI.

Rosenkoetter, S.E. (1990). Early childhood transitions. Regional conference sponsored by Gundersen Clinic, LaCrosse, WI.

Rosenkoetter, S.E., Hains, A.H., & Fowler, S.A. (1989). Issues in transition: Agency, family, child. Symposium presented at the International Early Childhood Conference on Children with Special Needs, Minneapolis, MN.

Rosenkoetter, S.E. (1989). Transition to kindergarten: Teaching readiness skills in early childhood special education programs. Paper presented at state conference on early intervention, Uniting with Families: Early Childhood Intervention in Kansas, Lawrence, KS.

Rosenkoetter, S.E., & Fowler, S.A. (1987). Use of story structure by normal and language disabled prekindergarten children: Analysis and intervention. Paper presented at the Society for Research in Child Development, Baltimore, MD.

Hains, A.H., Rosenkoetter, S.E., & Kottwitz, E. (1987). Transition to kindergarten: Techniques for promoting "readiness" skills in early childhood special education classrooms. Paper presented at the National Early Childhood Conference on Children with Special Needs, Denver, CO.

Rosenkoetter, S.E., & Rice, M. (1985). Microcomputer analysis of children's language samples. Paper presented at the National Early Childhood Conference on Children with Special Needs, Denver, CO.

Hains, A.H., Rosenkoetter, S.E., Fowler, S.A., & Kottwitz, E. (1985). Preparing teachers and children for transitions from special preschool programs to public school kindergartens. Paper presented at the National Early Childhood Conference on Children with Special Needs, Denver, CO.

Rosenkoetter, S.E., Kottwitz, E., Hains, A.H., & Fowler, S. (1985). From special education to the mainstream: Planning school transitions for young children. Pape: presented at the Kansas Council for Exceptional Children, Overland Park, KS.

Rosenkoetter, S., & Walker, V. (1985). Taking your story to the community: How to create positive publicity for early intervention programs. Paper presented at the meeting of the Kansas Council for Exceptional Children, Overland Park, KS.

Rosenkoetter, S.E. (1985). Preschool to school transition. Paper presented at the Kansas Association of Rehabilitation Facilities, Wichita, KS.

Rosenkoetter, S.E. (1985). How to structure activity changes. Paper presented at the annual meeting of the Midwest Association for the Education of Young Children, Des Moines, IA

WORKSHOPS:

Rosenkoetter, S.E., & Gwost, J. (1993). Transition. Workshop for Los Niños, Albuquerque, NM.

Rosenkoetter, S.E. (1993). Grantwriting. Workshop presented for Kansas Division for Early Childhood, Lawrence, KS.

Rosenkoetter, S.E. (1993). Bridging early services. Workshop presented at Indiana Transition Conference, Indianapolis, IN.

Rosenkoetter, S.E. (1993). Transition. Session presented for the Smoky Valley Schools, Lindsborg, KS.

Rosenkoetter, S.E. (1993). Transition planning. Two workshops presented for Manhattan (KS) Schools.

Rosenkoetter, S.E. (1993). Transition. Workshop presented for Junction City (KS) Schools.

Rosenkoetter, S.E., Shotts, C., Fowler, S., Hains. A., & Gwost, J. (1992). Strategies for transition planning: A critical component of comprehensive state and local intervention systems. Preconference workshop presented at the International Early Childhood Conference on Children with Special Needs, Washington, DC.

Rosenkoetter, S.E. (1992). Transition. Workshop presented to Dade County Public Schools Transition Project, Homestead, Fl.

Rosenkoetter, S.E. & Shotts, C.A. (1992). A shared vision for innovative educational strategies - early childhood. Three-day workshop presented for the Idaho Department of Education, Boise, ID.

Shotts, C.A. & Rosenkoetter, S.E. (1992). Bridging early services: Interagency transition planning. Trainer of trainers workshop presented for the Missouri Department of Education prior to onsite workshops in 11 Missouri locations.

Rosenkoetter, S.E. (1992). Transition issues for 1991. Workshop at U.S. Department of Education Project Directors Meeting, Washington, D.C.

Rosenkoetter, S.E., & Shotts, C.K. (1991) Coming and going: Transition planning for young children and their families. Three workshops in Moscow, ID; Boise, ID; and Pocatello, ID.

Rosenkoetter, S.E., & Shotts, C.K. (1991). Bridging early services. Workshop for early childhood personnel and administrators in seven-county area, Salina, KS.

Rosenkoetter, S.E., & Shotts, C.K. (1991). Coping with change. Workshop for Shawnee County, KS, Interagency Council and early childhood service providers, Topeka, KS.

Hains, A.H., & Rosenkoetter, S.E. (1991). Planning transitions for young children with special needs and their families. Statewide meeting organized by the Wisconsin Transition Planning Taskforce, Stevens Point, WI.

Rosenkoetter, S.E., & Shotts, C.K. (1991). Transition planning for young children with special needs. Workshop organized by Pensacola ARC and Florida Diagnostic and Learning Resources Center, Pensacola, FL.

Rosenkoetter, S.E. (1991). Interagency issues in transition. Workshop for Panhandle Early Childhood Interagency Council, Pensacola, FL.

Rosenkoetter, S.E., & Hains, A.H. (1991). Transition planning for young children with special needs. Workshop for Northeast Minnesota Educational Service Center, Virginia, MN.

Fowler, S.A., Rosenkoetter, S.E., & Woods, G.A. (1991). Transition planning for young children with special needs. Workshop for Shawnee Mission, KS, School District.

Rosenkoetter, S.E., & Woods, G.A. (1991). Building effective transitions for young children and their families. Statewide meeting of human service providers, Kearney, NE.

Fowler, S.A., Rosenkoetter, S.E., & Woods, G.A. (1991). Transition planning for young children. Workshop for Northeast Kansas Regional Service Center, Lecompton, KS.

Rosenkoetter, S.E., & Woods, G.A. (1990). Transition: It's a big step. Workshop for Early childhood personnel of Elk and Chatauqua Counties, KS.

Fowler, S.A., Rosenkoetter, S.E., & Hains, A.H. (1989-90). From early intervention programs to preschool services to kindergarten: Smooth transitions for children, families and staffs. A series of six inservice workshops presented by the Kansas State Department of Education in six regions of Kansas.

Rosenkoetter, S.E. (1989). How can I get this child to talk? Strategies to develop language in early childhood and primary special education classrooms. Meeting of Educational Services and Staff Development of Central Kansas (regional consortium of 23 school districts), McPherson, KS.

Rosenkoetter, S.E. (1989). What is readiness? Teaching preschool and primary children with special needs to succeed in the mainstream. Meeting of Educational Services and Staff Development of Central Kansas (regional consortium of 23 school districts), McPherson, KS.

Rosenkoetter, S.E. (1989). Preparing children for transition to kindergarten. Inservice workshop for Wichita Public Schools, Wichita, KS.

Rosenkoetter, S.E. (1989). How do handicapping conditions affect school success. Inservice for central Kansas teachers, sponsored by Harvey County Special Education Cooperative, Newton, KS.

Rosenkoetter, S.E., Hains, A.H., & Chandler, L. (1988). Transition to kindergarten: Strategies for promoting readiness skills in early childhood special education classrooms. Preconference workshop presented at the International Early Childhood Conference on Children with Special Needs, Nashville, TN.

Rosenkoetter, S.E., & Tramill, P.J. (1988). Learning strategies for low-achieving students. Workshop presented for staff of Unified School District 400, McPherson County, KS.

Rosenkoetter, S.E., & Hains, A.H. (1987). Transition to kindergarten. Workshop for early childhood special educators, Pensacola, FL.

Rosenkoetter, S. (1985). Communication and kids. Workshop presented at the McPherson Child Care Fair, McPherson, KS.

Hains, A.H., Rosenkoetter, S., & Kottwitz, E. (1985). Kindergarten readiness: Some practical tips for preschool teachers. Workshop presented at the Kansas Association for the Education of Young Children, Topeka, KS.

Rosenkoetter, S. (1986). Talking with children. Workshop presented to Salina Early Childhood Association, Salina, KS.

Rosenkoetter, S. (1985). Transition between activities in the preschool. Inservice workshop presented to McPherson County (KS) early childhood teachers.

Rosenkoetter, S. (1984). Language development. Inservice workshop presented to McPherson County (KS) early childhood teachers.

Rosenkoetter, S. (1984) Behavior management. Inservice workshop presented to McPherson County (KS) early childhood teachers.

Rosenkoetter, S. (1983). Developing communication skills. Inservice workshop presented to Marion County (KS) daycare providers.

Rosenkoetter, S. (1983). How to talk with a child. Workshop presented at the Kansas Association for the Education of Young Children, Manhattan, KS.

PUBLICATIONS:

Rosenkoetter, S.E. , Hains, A., & Fowler, S.E. (1994). Bridging early services for children with special needs and their families: A practical guide for transition planning. Baltimore, MD: Paul H. Brookes Publishing Co.

Shotts, C.A., Rosenkoetter, S.E., Streufert, C.C., & Rosenkoetter, L.I. (in press). Transition policy and issues: A view from the states. Topics in Early Childhood Special Education.

Rosenkoetter, S.E. (1993). Here we come--ready or not: Achieving goal 1 requires planning for transition to kindergarten. The Record, 10(3), 73-82.

Rosenkoetter, S.E., & Shotts, C.K. (1992). Goodbye and hellos: Effective strategies for bridging early services. Video prepared and transmitted nationally by satellite, APPLES Magazine, Macomb, IL.

Shotts, C.K., & Rosenkoetter, S.E. (1992). Bridging early services: Interagency transition planning. Video prepared in cooperation with Missouri First Steps.

Rosenkoetter, S.E. (1992). Guidelines from recent legislation to structure transition planning. Infants and Young Children, 5(1), 21-27.

Rosenkoetter, S.E. (1991, April). Bridging early services. It's News.

Rosenkoetter, S.E. (1990). Age three transition tip. Rural Links Special Education, (3), 1.

Fowler, S.A., Hains, A.H., & Rosenkoetter, S.E. (1989). The transition between early intervention services and preschool services: Administrative and policy issues. Topics in Early Childhood Special Education, 9, 55-65.

Hains, A.H., Fowler, S.E., Kottwitz, E., Schwartz, I, & Rosenkoetter, S.E. (1989). A comparison of preschool and kindergarten teachers' expectations for kindergarten success. Early Childhood Research Quarterly, 75-88.

Rosenkoetter, S.E., & Fowler, S.A. (1986, Fall). Teaching children to manage daily activity changes in the classroom. Teaching Exceptional Children, 20-22.

Rosenkoetter, S.E., & Rice, M.L. (1986). Microcomputer analysis of children's language samples. Resources in Education, June, ED 265 678.

Turnbull, H.R., Bronicki, G.J., Fiedler, C.R., Goodfriend, S.J., Kerns, G.M., McGinley, K., & Rosenkoetter, S. (1985). Supplement to a policy analysis of the state role in providing residential living and habilitation in congregate care facilities. Lawrence, KS: University of Kansas Department of Special Education.

CONSULTANTSHIPS:

Manhattan, (KS), Public Schools, 1993
Junction City, (KS), Public Schools, 1993.
Salina (KS) Public Schools, 1993.
Reviewer, U.S. Department of Education, Early Education Program for Children with Disabilities, 1992, 1993.
Dade County (FL) Public Schools Transition Project, 1992.
Reviewer, U.S. Department of Education Division of Personnel Preparation, 1991.
The Children's Center, Lindsborg, KS, 1992, 1993.
Idaho State Department of Education, 1991-92.
Missouri Department of Education, 1991-94.
Saline County, KS, Interagency Planning Council, 1991.
Pensacola, FL, Association for Retarded Citizens, 1991.
Rainbows United, Wichita, KS, 1990, 1991.
Bethany College Child Care Committee, and Lindsborg, KS, Strategic Planning Team (LEED), 1991.
Juneau Public Schools, Juneau, AK, 1990.
Rural CAP Head Start, Anchorage, AK, 1990.
Parent-Child Center, Head Start, Bethel, AK, 1990.
Gundersen Clinic, LaCrosse, WI (1990).
Project RAPIDS, Parsons, KS (1989).
Wichita (KS) Public Schools (1989).

Kansas Wesleyan University, Salina, KS (1989).
MCKIDS, McPherson, KS (1988 to present).
Florida Diagnostic and Learning Resources System, Pensacola, FL (1987).
Reviewer, Longman Publishing Group (1990).
Reviewer, Council for Exceptional Children (1990).
Reviewer, Division for Early Childhood (1989, 1990, 1992).
Reviewer, Merrill Publishing Company (1989).
Reviewer, Midwestern Educational Research Association (1989).
Reviewer, American Journal of Mental Deficiency (1986).
Reviewer, Early Childhood Research Quarterly (1987).

GRANTS:

Bridging Early Services Transition Project--Outreach. U.S. Department of Education, Early Education Program for Children with Disabilities, 1990-1993--$432,000; 1993-1996-- $420.000+.

ACCK Preservice Early Intervention Project. U.S. Department of Education personnel preparation grant in early intervention, 1990-1993--$241.000; 1993-1998--$600.,000.

Four Child Care Block Grants, Kansas Department of Social and Rehabilitation Services to the Children's Center, Lindsborg, KS, 1992-93, $75,000.

Exemplary Program Grant, Kansas State Board of Education to Children's Center, Lindsborg, KS, 1993, $500.

Minigrant for Membership Recruitment. Award from the CEC Division for Early Childhood to the Kansas Division for Early Childhood, $2,500.

A Model Program for Infant Developmental Services for Children with Special Needs and Their Families. (principal author). Kansas Department of Health and Environment grant to establish a model interagency early intervention program under the sponsorship of the McPherson County (KS) Commission, 1987, $54,000.

Symposia To Develop Skills for Teaching Students with Special Needs in the Regular Classroom. Military Order of the Purple Heart grant to establish an endowment fund to support an annual student symposium and faculty inservice on this topic to the Associated Colleges of Central Kansas, 1988, $11,500.

Integrating Severely Impaired Young Children into Classroom and Community. Title VI-B Grant to McPherson County Special Education Cooperative, Office of Special Education and Rehabilitation Services, 1987, $15,000.

Transition from Preschool to Kindergarten. Minigrant from the Midwest Association for the Education of Young Children to the McPherson County Early Childhood Association, 1985, $500.

Using Microcomputers To Train Visual Tracking in Preschool Handicapped Children. McPherson County (KS) Diversified Services Minigrant Award, 1984, $500.

A Proposal To Improve Instruction for Rural Preschool Handicapped Children: Uses of Microcomputers in an Early Childhood Special Education Program. Tandy-Radio Shack Educational Grants Program, 1983, $6,500.

Playtime/Growtime. Foundation for Exceptional Children--Bill Geer Minigrant Award, 1982, $500.

PROFESSIONAL COMMITTEES:

Interagency Coordinating Council for Early Childhood Developmental Services in Kansas, 1989-present; Vice-Chair, 1990-present; Acting Chair, 1993. Appointed by Republican Governor Hayden, reappointed by Democratic Governor Finney. Chair, Taskforce on local Interagency Coordinating Councils; Chair, Transition Workgroup; Member, Personnel Development Leadership Team, 1993;; Co-chair, Transition Taskforce, 1989-1991;

Kansas State Board of Education Personnel Development Planning Council, 1993.

Local Arrangements Committee, International Early Childhood Conference on Children with Special Needs, Co-chair--Hosts, 1991, St. Louis.

Advisory Board, University Affiliated Program, University of Kansas, 1989-90.

Kansas Early Childhood Liaison Council, 1988-89.

Kansas Personnel Development Committee, Subcommittee on Training and Technical Assistance; Subcommittee on Standards; Subcommittee on Course Development, 1988-89.

Kansas Arts Resource Training System Advisory Committee, 1988.

Accessible Arts--Kansas, 1988 to present.

Conference Chair, "Up, Up, and Away: Early Childhood Intervention in Kansas," Wichita, KS, 1988; three-day conference co-sponsored by the Kansas Division for Early Childhood, The Kansas State Department of Education, and the Kansas Department of Health and Environment.

Local Arrangements Chair, Kansas Division for Early Childhood Conference, McPherson, KS, 1987.

Federation Board, Kansas Council for Exceptional Children, 1987-89.

Kansas Association of Special Education Administrators Taskforce on Early Childhood Issues, 1988-89.

Time Out for Parents--McPherson County Respite Care Program (Co-chair), 1987-1990.

Coordinating Council on Infant Development Services, appointed by McPherson County (KS) Commission, 1987 to present.

McPherson County Interagency Council, 1991-present.

McPherson County Early Childhood Association Board, 1985-present.

Lindsborg Children's Center Board, 1992-present; Chair, Strategic Planning Committee.

REFERENCES:

Dr. Susan A. Fowler
Department of Special Education
University of Illinois
Champaign, IL 61820

Dr. Nancy L. Peterson
Department of Special Education
University of Kansas
Lawrence, KS 66045

Dr. P.J. Tramill
Department of Special Education
University of Kansas
Lawrence, KS 66045

Dr. Rutherford Turnbull
Department of Special Education
University of Kansas

Dr. Mabel Rice
Director, Child Language Program
University of Kansas
Lawrence, KS 66045

Ms. Virginia Walker
Director of Child Services
McPherson County Special Education Cooperative
514 North Main
McPherson, KS 67460

Dr. Donald Baer
Department of Human Development
University of Kansas
Lawrence, KS 66045

Dr. Lee McLean
Kansas University Affiliated Programs
Parsons State Hospital & Training Center
Parsons, KS 67337

MAILING ADDRESSES:

Home
204 W. Columbus
Lindsborg, KS 67456
(913) 227-3294

Office
Associated Colleges of Central Kansas
105 E. Kansas
McPherson, KS 67460
(316) 241-7754; 241-5150

Marguerite A. (Shepard) Hornback
411 Circle Drive
P.O. Box 374
Burrton, Kansas 67020
(316) 463-6461

Education:

Wichita State University
Major course of study -
Special Education/Educational Psychology

1980 Two additional graduate hours
1979 Master of Education

Kansas State College of Pittsburg
Major course of study English

1972 Nine additional graduate hours
1970 Bachelor of Science in Education

1968 Labette Community Junior College

Kansas Certification Endorsements:

English - level 7-12
Trainable Mentally Retarded - level K-12
Early Childhood Handicapped - level EC

Professional Experience:

January 1993 - Present: Practicum Coordinator, Early Childhood Special Education
Associated Colleges of Central Kansas
McPherson, Kansas 67460

1981-1992: ECH Teacher (Preschool & Early Intervention)
USD 373
Newton, Kansas 67114

1981-1992: Consultant of Community Preschools, Child Care Centers, and Head Start for USD 373
Newton, Kansas 67114

1977-1981: ECH Teacher and Director of Children's Services for Harvey and Marion Counties
Northview Developmental Services, Inc.
Newton, Kansas 67114

1974-1977	ECH Teacher/Paraprofessional (Preschool & Early Intervention) Reno Occupational Center, Inc. Hutchinson, Kansas 67501
1971-1972	Ninth Grade English Teacher Goodland High School Goodland, Kansas

Awards:

1991	Award of Excellence Harvey County Special Education Cooperative
1984	Special Education Teacher of the Year Harvey County Association for Retarded Citizens
1979	Wichita State University Overall GPA- 4.0
1970	Dean's Honor Roll (three semesters) Honor Roll (two semesters)
1969	Labette County Community College Valedictorian Phi Theta Kappa Honor Society

Diana L. Bartus
3 Sycamore Ct.
Newton, KS 67114
(316) 283-1405

EDUCATION:

Saint Joseph College, West Hartford, CT M.A. Early Childhood/Special Education	1981
Central Conn. State University, New Britian, CT B.S. Elementary Education/Psychology	1975
Bethel College, Newton, KS Early Childhood Special Education Endorsement	1991

PROFESSIONAL EXPERIENCE:

Aug. 1992 - present	Project Associate Associated Colleges of Central Kansas, McPherson, KS
Sept. 1991 - present	Coordinator Early Intervention Birth - 5 programs Associated Colleges of Central Kansas, McPherson, KS
Aug. 1990 - present	Assistant Coordinator Early Intervention Grant Associated Colleges of Central Kansas, McPherson, KS
Aug. 1991 - present	Assistant Professor, Field Experience in Early Childhood Education Associated Colleges of Central Kansas, McPherson, KS
Summer 1991	Co-Director, Early Intervention Summer Seminar Associated Colleges of Central Kansas, McPherson, KS
Summer 1992	Director, Early Intervention Summer Seminar Associated Colleges of Central Kansas, McPherson, KS
1990-1991	Saint Thomas the Apostle Elementary School, West Hartford, CT.
Sept. 1989 - Jan. 1990	Resource Room Teacher for Students needing a more individualized program. K-8
1982-1988	Post College Children's Center, Waterbury, CT
	Head Teacher (1987-1988)

Supervised Early Childhood Lab School consisting of 1 teacher, 12 student teachers, 7 work-study students and 90 preschool children.

Trained, and evaluated student teachers in Early Childhood Program. Reviewed their interactions, professional behavior, and age appropriateness of lessons, while emphasizing a positive teaching style.

Developed and implemented programs designed to meet social, emotional, cognitive and physical needs of each child including children with special needs.

Maintained Child Care Center records and managed acquisition of materials, optimum usage and dispersement of an $£0,000 budget.

Organized and conducted registration, open houses, parent conferences, and special programs.

Teacher (1982-1987)

Created and implemented an Early Childhood Program specifically designed for 3 preschool classes of 18 children each.

Supervised and evaluated the daily classroom performance of 8 student teachers.

Designed new format for Post College Parent's Newsletter.

Lecturer II

Instructed college level practicum courses for student teachers from 1983 to 1986. This required the development of a syllabus, course outline, objectives and policies for Early Childhood Education I, and Early Childhood Education II.

1980-1982 Mattauck Community College, Waterbury, CT

Teacher

Planned and conducted a preschool program in the Early Childhood Lab School, which included children with special needs.

Supervised and recorded on-site performance of student teachers.

1976-1980 Southfield Children's Center, Newington, CT

Director/Teacher

Directed the administrative asnd educational components of this state funded Day Care Program with a $60,000 yearly budget.

Hired, managed and evaluated a staff of 7. Arranged in-service workshops for teachers to improve interactions with children, and promote positive behavior.

Acted as liaison between Board of Directors and staff regarding policy making.

Utilized community resources to coordinate services for special needs children attending the Center.

OTHER:

Red Cross Standard First Aid Certificate

Editor of C.n.v.a.e.y.c. Newsletter

As a volunteer, I developed a physical needs assessment for the proposed $2 million YWCA Day Care Center, New Britain, CT., which will serve 60 infants, toddlers and preschoolers.

Early Childhood Consultant for YWCA Nursery School, New Britian, CT.

Member, The Council for Exceptional Children

Member, Harvey County Child Care Association

Co-host, International Early Childhood Conference on children with Special Needs, St. Louis, MO.

Co-host, Accessible Arts with Special Needs Students Foundation Fest Seminar, Lindsborg, KS

AWARDS:

Nov. 1990 Mini course award for excellence - Personnel serving Infants and Toddlers with Special Needs and their families.

April 1991: Mini course award for excellence - Developing individualized Family Service Plans for Infants/Toddlers with Disabilities and their families.

Cynthia K. Shotts
Rt. 3, Box 14A
McPherson, KS 67460
(316) 241-4415

Education:

A.A.	Hutchinson Community College, 1966
B.S.	Emporia State University, 1968 Major: Vocational Home Economics
M. Ed.	Wichita State University, 1990 Educational Psychology, Early Childhood
Postgraduate:	Associated Colleges of Central Kansas, 1990-91 Early Childhood Handicapped

Teaching Experience:

1991-present	Project Coordinator, Bridging Early Services Transition project, Associated Colleges of Central Kansas: Developed materials, presented workshops and consultation at local, state, regional and national levels.
1989-1991	Director of Early Childhood Education, Kansas Wesleyan University, Salina, KS: Developed Early Childhood Education curriculum, taught coursework.
1990-1991	Practicum Supervisor, Associated Colleges of Central Kansas: Supervised Early Childhood Handicapped practica.
1984-1989	Early Childhood instructor, Central College, McPherson, KS: Taught Early Childhood coursework, supervised practica.
1985-1990	Co-director and lead teacher, Discovery Room Preschool, McPherson, KS: Developed curriculum for integrated preschool.
1983-1985	Family Services Coordinator, Hope Preschool, McPherson, KS: Coordinated family services of preschool handicapped program, classroom paraprofessional.
1981-1987	Educational Resource Team, Early Childhood specialist, Central States Synod, Lutheran Church in America: Developed and presented workshop training for local, district, and regional education leadership.
1976-1977	Preschool teacher, Blair Cooperative Preschool, Blair, NE.

Certifications

Kansas Early Childhood Education, Early Childhood Handicapped

Professional Memberships

National Association for the Education of Young Children,
Kansas Association for the Education of Young Children,
McPherson County Council for Children and Families,
The Council for Exceptional Children, Division for Early Childhood
Kansas Division for Early Childhood

Publications and Presentations

Shotts, C.K., Rosenkoetter, S.E., Rosenkoetter, L.I., & Streufort, K. (in press). Transition policy and issues: A view from the states. Topics in Early Childhood Special Education.

Shotts, C.K., & Streufert, C. (1993, October). What shall I do with my room: Ideas to include all children. Presented at Kansas Association for the Education of Young Children Annual Conference: Lawrence, KS.

Shotts, C.K., & Houser, P. (1993, September) A rural community pulls together to serve its chidlren and families. Presented at National Rural Families Conference: Manhattan, KS.

Conyers, M.A., & Shotts, C.K. (1993, August). Who will plant the seed? Presentation for Salina Head Start.

Shotts, C.K. (1993, August). Local interagency coordination. Presentation for Missouri State LICC Task Force.

Shotts, C.K. (1993, June). Behavior and guidance. Presentation for Rosehill Parents As Teachers.

Shotts, C.K. (1993, April). It's a big step: Planning for transition to kindergarten. Presentation for SEK-CAP Head Start.

Shotts, C.K. (1993, April). It's a big step: Planning for transition to kindergarten. Presentation for Kansas Head Start Director's Association.

Shotts, C.K. (1993, April). Community planning for early childhood transitions. Presentation for Care for Kids Who Are Special Conference: Kansas City, MO.

Shotts, C.K., Bartus, D., & Streufert, K. (1993, March). What shall I do with my room: Good ideas for setting up the environment to facilitate developmentally appropriate intervention. Presentation for Kansas Division for Early Childhood Multidisciplinary Spring conference, Lawrence, KS.

Shotts, C.K. (1993, January). Bridging early services: Planning for the transition of young children from early childhood programs to kindergarten. Presentations for Polk, Highlands, and Hardee County Early Childhood Councils. Bartow and Sebring, FL.

Shotts, C.K. (1993, January). Bridging early services: Community transition planning. Presentation for the Hillsborough County Early Childhood Council. Florida Mental Health Institute, University of South Florida: Tampa, FL.

Shotts, C.K. (1993, January). Transition planning for children with special needs. Session for the Association for Retarded Citizens Florida Annual Convention. Pensacola, FL.

Rosenkoetter, S.E., Hains, A., Fowler, S., Shotts, C., & Gwost, J. (1992, December). Strategies for transition planning: A critical component of comprehensive state and local intervention systems. Preconference session at the International Early Childhood Conference on Children with Special Needs. Washington DC: Council for Exceptional Children/Division for Early Childhood.

Shotts, C.K. (1992, December). Bridging early services transition workshop. Workshop presented for Head Start and Board of Education: Hays, KS.

Shotts, C.K. (1992). Bridging early services: Interagency planning for transition facilitator and participant manuals [Videotape manuals]. (Available from Bridging Early Services Transition Project, 105 E. Kansas, McPherson, KS 67460.

Shotts, C.K., & Rosenkoetter, S.E. (1992) Bridging early services: Interagency planning for transition [Videotape]. Jefferson City, MO: Missouri Department of Education.

Shotts, C.K. (1992, October). Promoting coordination and collaboration in your interagency taskforce. Conference sessions for the Alaska Infant Learning Program conference. Anchorage, AK.

Shotts, C.K. (1992, September). Building bridges: Community transition planning for young children with disabilities and their families. Workshop presented for Head Start and other agency teams. St. Petersburg, FL.

Shotts, C.K. (1992, August). Bridging Early Services Transition Project. In L. Coleman & T. Isbel (Chairs), Two EEPCD projects. Panel conducted at the meeting of Partnerships for Progress V, Washington, DC.

Shotts, C.K. (1992, August). Issues at key transitions for infants and young children with disabilities: A report from a survey of state leaders. In K. Brockenbrough (Chair), Transition update. Panel conducted at the meeting of Partnerships for Progress V, Washington, DC.

Shotts, C.K. (1992, August). Local interagency coordination councils: Promoting collaboration and coordination. Preconference workshop for 13 local interagency coordinating councils, Columbia, MO.

Shotts, C.K. (1992, August). Partnerships: Parents and professionals plan together for transitions of young children.Presentation at the meeting of Partnerships for Progress IV, Columbia, MO.

Shotts, C.K. (1992, August). Transition at ages three and five. Presentation at the meeting of Partnerships for Progress IV, Columbia, MO.

Rosenkoetter, S.E., & Shotts, C.K. (1992, July). A shared vision for innovative education strategies. Presentation for three-day institute for the Boise State University, Boise, ID.

Rosenkoetter, S.E., & Shotts, C.K. (1992, May). Goodbyes and hellos: Effective strategies for bridging early services. [Satellite network and videotape]. APPLES Magazine, Macomb, IL.

Rosenkoetter, S.E., & Shotts, C.K. (1992, May). Bridgebuilding: Interagency strategies for overcoming transition problems. Presentation at the Midwest Transition Symposium, Kansas City, MO.

Shotts, C.K. (1992, April). Bridging the gap between preschool and kindergarten. Presentation at the meeting of North Florida Head Start and Division for Early Childhood, Pensacola, FL.

Shotts, C.K. (1992, April). Interagency transition planning for young children with disabilities. Presented at the meeting of North Florida Head Start and Division for Early Childhood, Pensacola, FL.

Shotts, C.K. (1992, April) Interagency collaboration in planning early childhood transitions. Presentation for Dade County Public School/Head Start Transition Project, Homestead, FL.

Shotts, C.K., & Rosenkoetter, S.E. (1992, March). Facilitator training for Missouri interagency transition trainers. Presented for Missouri Departments of Education, Health, and Special Health Care Needs, Jefferson City, MO.

Rosenkoetter, S.E., & Shotts, C.K. (1992, March). Helping children and families cope with change. Preconference presentation for the Kansas Division for Early Childhood, Wichita, KS.

Shotts, C.K. (1992, March). Transition planning for young children. Presentation at the meeting of the Special Education Day of Excellence, Marshall, MN.

Shotts, C.K., & Blaska, J. (1992, February). Transition planning for young children with special needs. Presentation at the meeting of the West Central Educational Cooperative Service Unit, Detroit Lakes, MN.

Shotts, C.K. (1992, February). Interagency transition planning. Presentation for the Anchorage Transition Task Force, Providence Hospital, Anchorage, AK.

Shotts, C.K. (1992, January). Hellos and goodbyes: Transition in children's lives. Presentation for the meeting of the Salina Association for the Education of Young Children, Salina, KS.

Rosenkoetter, S.E., & Shotts, C.K. (1991, November). Transition planning: A critical component of comprehensive state and local intervention systems. Presentation at the meeting of the Division for Early Childhood, St. Louis, MO.

Rosenkoetter, S.E., & Shotts, C.K. (1991, November). Hellos and goodbyes: Planning for program change with special needs children. Presentation at the meeting of the National Association for the Education of Young Children, Denver, CO.

Rosenkoetter, S.E., & Shotts, C.K. (1991, October) Coming and going: Partnerships in transition for young children with special needs. Presentations for the Idaho Interagency Coordinating Council, Boise, Moscow, and Pocatello, ID.

Shotts, C.K. (1991, October). Building effective transitions for children and their families. Presentation for University of Missouri at St. Louis.

Shotts, C.K. (1991, October). Playing together: Helping young children develop play skills. Presentation for the University of Missouri at St. Louis.

Rosenkoetter, S.E., & Shotts, C.K. (1991, October). Bridging early services: Transition planning for young children and their families. Presentation for the Salina interagency coordinating council, Salina, KS.

Rosenkoetter, S.E., & Shotts, C.K. (1991, August). Coping with change. Presentation for the Topeka Association for Retarded Citizens and the public school district, Topeka, KS.

Rosenkoetter, S.E., & Shotts, C.K. (1991, March). But my students aren't ready to read: Implications of emerging literacy for early childhood special

education. Presentation for the meeting of the Kansas Division for Early Childhood, Kansas City, KS.

Shotts, C.K. (1991, January). Making sense of print and story: Emergent literacy. Presentation for the meeting of the Salina Association for the Education of Young Children, Salina, KS.

Shotts, C.K. (1991, January). Reading stories with your child. Presentation for the meeting of the Salina Parents As Teachers, Salina, KS.

Shotts, C.K., & Conyers, M.A. (1990, October). Math all through the day. Presentation at the meeting of the Kansas Association for the Education of Young Children, Wichita, KS.